

VISIT...

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Grade 1



Practice Book O

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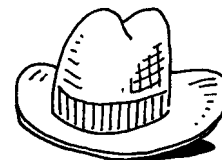
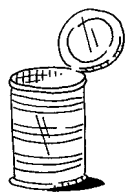
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Name _____

Read the word. Circle the picture that it names.

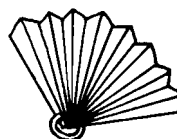
1. cat



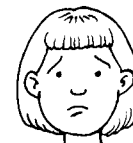
2. pan



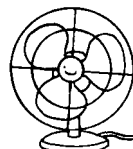
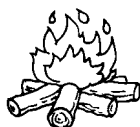
3. man



4. sat



5. fan

**6. Write a sentence using some of the words.**



Name _____

Complete each sentence.
Use one of the words in the box.

up

down

not

jump

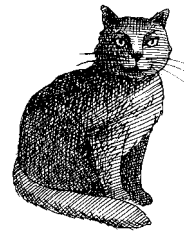
1. I can _____.



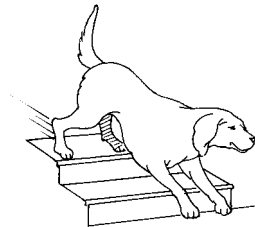
2. The cat ran _____.



3. The cat is _____ little.



4. The dog ran _____.



5. Write your own sentence using a word from the box.



Name _____

As you read Pam and Sam, fill in the Character Chart.

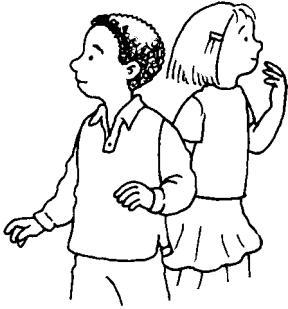
Pam Can	Sam Can

How does the Character Chart help you remember the beginning, middle, and end of Pam and Sam?



At Home: Have your child use the chart to retell the story.

Name _____

Look at the pictures. Read the story.

Nat is a cat.

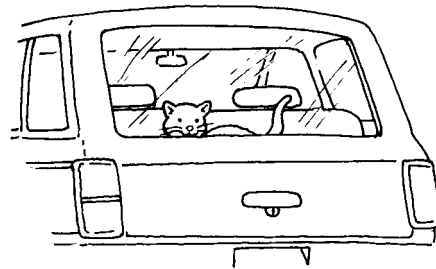
Nat can go up.

Nat can go down.

Pam and Sam look for Nat.

Pam is sad.

Where is Nat?

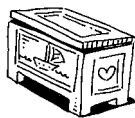
Write T if the sentence is true.**Write F if the sentence is false.**

1. Nat is a cat. _____

2. Nat can go up and down. _____

3. Pam is sad. _____

4. Nat is in the



. _____

5. Nat is in the



. _____



Name _____

Circle the word that names each picture.**Then write the word.**

1.



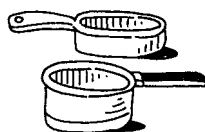
cat cats

2.



man map

3.



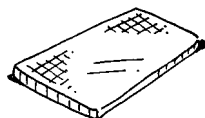
pan pans

4.



rats rat

5.



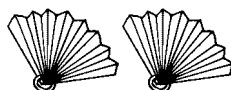
mat mats

6.



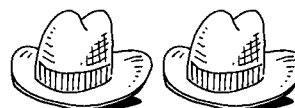
can cans

7.



fans fan

8.



hat hats



Name _____

As I read, I will pay attention to the punctuation.

09 “I can jump,” said Frog. “I can jump up
and down.”

11 “I can jump,” said Rabbit. “I can jump up
20 and down.”

22 “I can jump, too!” said Kangaroo. “I can
30 jump up and down.”

34 “I can not jump,” said Little Bat.

41 “I can fly!” said Little Bat. 47

Comprehension Check

1. What can Frog, Rabbit, and Kangaroo do?

2. What can Little Bat do?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Photographs are pictures that show people, animals, and things in real life.

Look at the picture.

Read the sentence that tells about the picture.



Look! My little cat is here.

Write your own sentence about the picture.

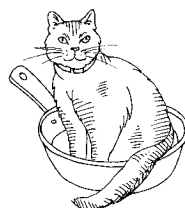


Name _____

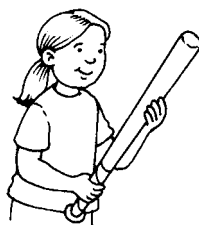
Look at each picture. Complete each sentence by using a word from the box.

hat map pan ran bat mat

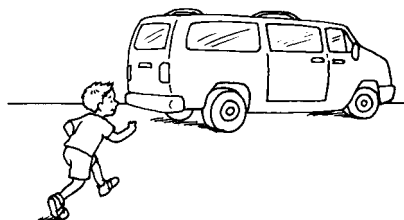
1. The cat is in the _____.



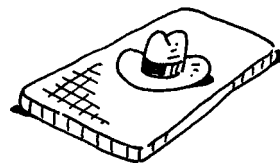
2. She sees the _____.



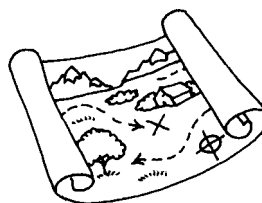
3. Sam _____ to the van.



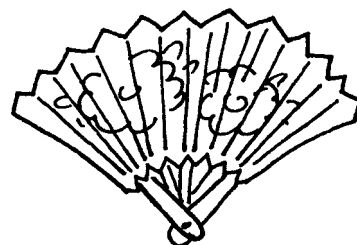
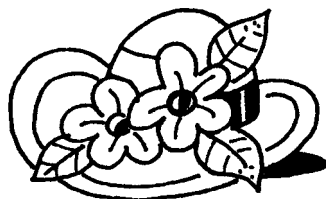
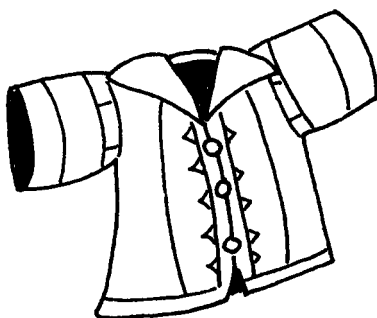
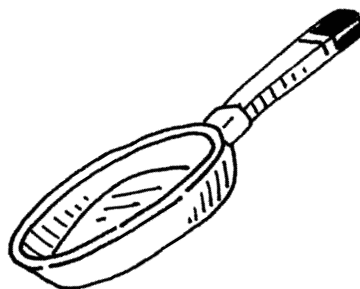
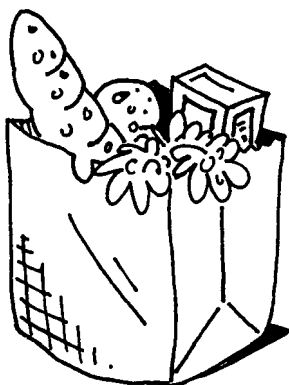
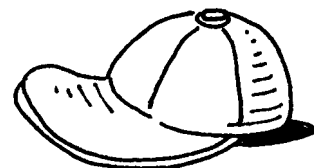
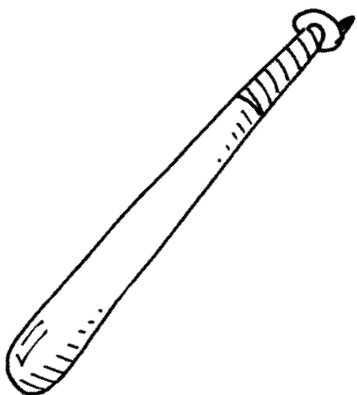
4. The _____ is on the _____.



5. The man looks at the _____.



Name _____

Short a**Say the name of each picture.****Circle the picture if you hear the sound of short a.**

Name _____

Fill in the sentences using the words in the box.

too

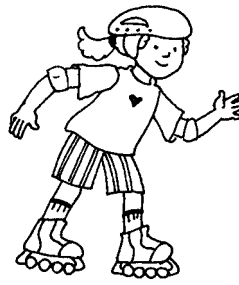
It

Yes

over



1. _____ is in the box.



2. _____, I can.



3. It is _____ us.



4. You have fun,

 _____!


Name _____

As you read I Can! Can You?, fill in the Sequence Chart.

First**Next****Last**

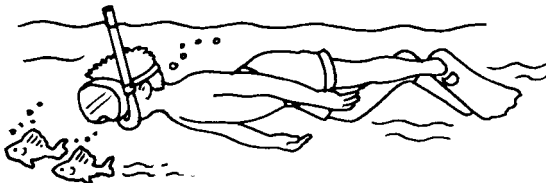
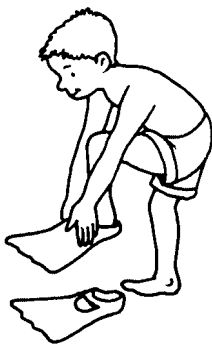
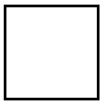
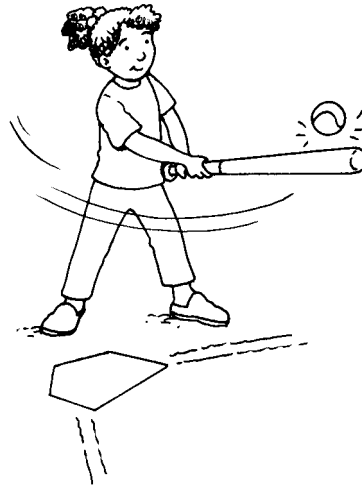
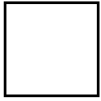
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How does the Sequence Chart help you retell I Can! Can You?

**At Home:** Have your child use the chart to retell the story.

Name _____

Look at the pictures.

Write 1, 2, and 3 for each column of pictures to show the order in which things happen.

Name _____

Circle the word that completes each sentence.
Then write the word on the line.

1. Sam _____.

nap naps



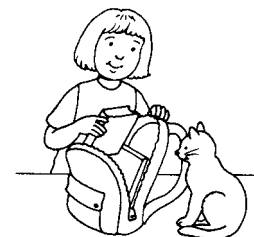
2. Sam and Pam _____.

play plays



3. Pam can _____.

pack packs



4. Pam _____ go with Sam.

can cans



5. Pam _____ at Sam.

look looks



Name _____

As I read, I will pay attention to the punctuation.

- Is it fun to play tennis?
 06 Yes! You can hit a ball over the net!
 15 Is it fun to play soccer?
 21 Yes! You can kick a ball.
 27 Is it fun to play golf, too?
 34 Yes! You can hit a ball. 40

Comprehension Check

1. Why is tennis fun?
2. Why is soccer fun?

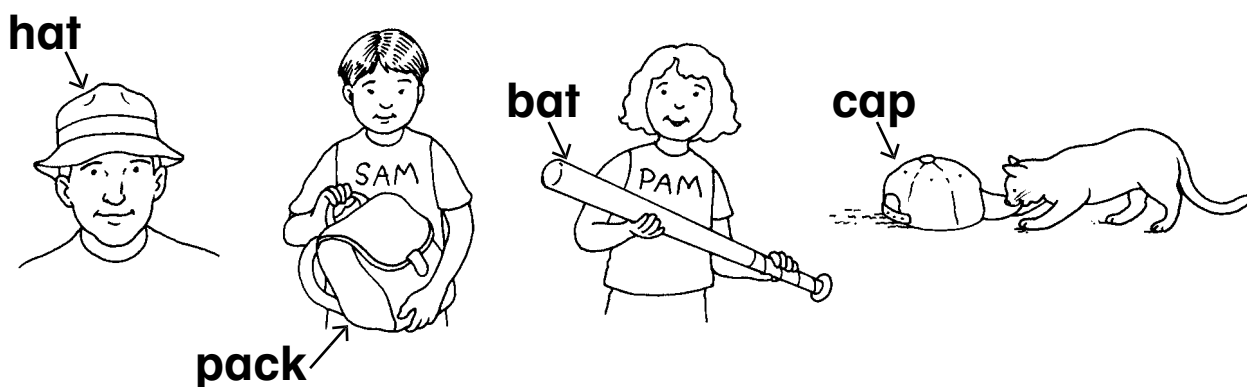
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Labels give information about a picture.

Look at the picture. Read the labels.



Write the word that completes each sentence.

1. The man has a _____.

2. Pam has a _____.

3. The cat has a _____.

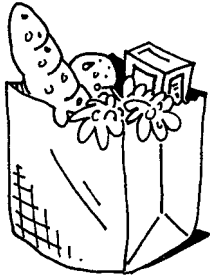
4. Sam has a _____.



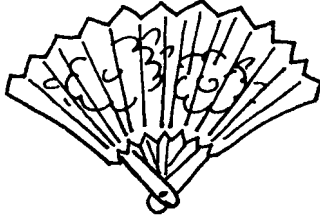
Name _____

Circle the pictures that have the short a sound.
Then write the word on the line.

1



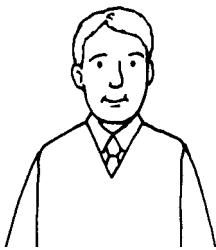
2



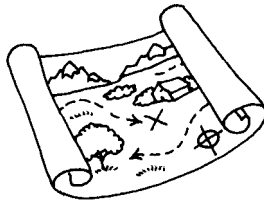
3



4



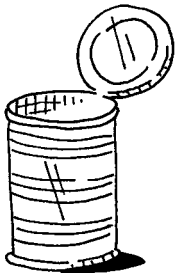
5



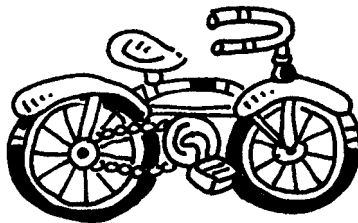
6



7



8



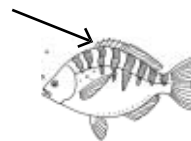
9





Name _____

The letter **i** stands for the middle sound in **big** and **fin**.



Read the words in the box. Then write the word that names each picture.

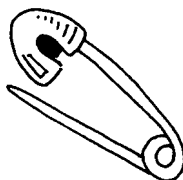
pig

kid

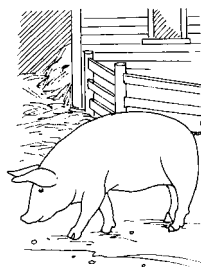
pin

sit

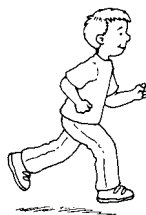
1.



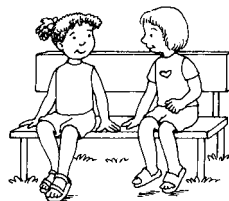
2.



3.



4.



Name _____

Write the word from the box that completes each sentence. Circle the picture that goes with the sentence.

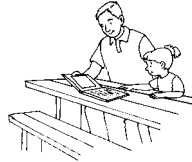
ride

be

ride

run

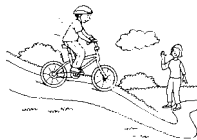
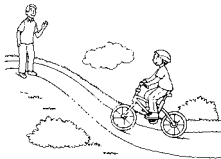
1. Nan will _____ here.



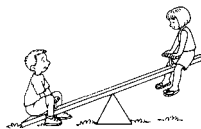
2. My cat can _____ here with me.



3. Nat can _____ down to Mom.



4. I can _____ with Nat.



Name _____

As you read How You Grew, fill in the Sequence Chart.

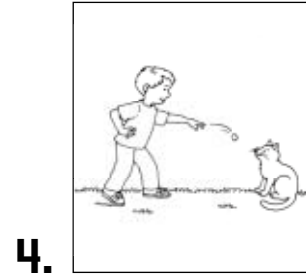
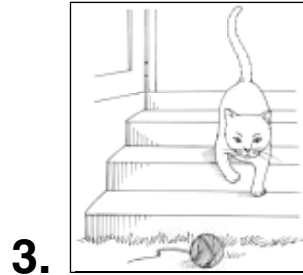
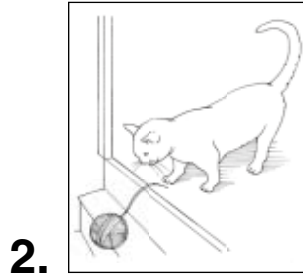
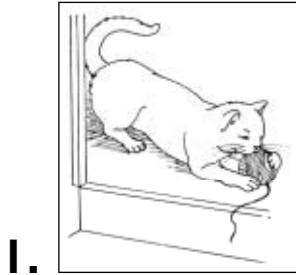
First
↓
Next
↓
Then
↓
Last

How does the Sequence Chart help you retell How You Grew?



Name _____

Look at the story pictures.
Read the sentences about the story.



The ball is down.
 My cat and I play ball.
 My cat runs down, too.
 My cat plays with a ball.

Write the sentences in the correct order on the lines.

1. _____

2. _____

3. _____

4. _____



Name _____

Some words end in the same two consonants.

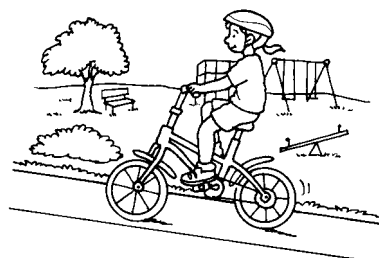
bill Jazz pass

Read each sentence.**Underline the word that ends with the same two consonants. Write the word on the line.**

1. Matt runs to his little cat.



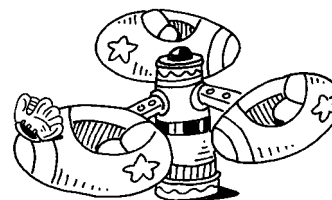
2. Pam rides to the hill.



3. I kiss my Dad.



4. The mitt is on the ride.



Name _____

As I read, I will pay attention to patterns in the story.

This boy is 4. He can jump.
 06 This girl will be 6. What can she do?
 14 She can ride the bus to school.
 21 This boy will be 12. What can he do?
 29 He can ride his bike fast. 35

Comprehension Check

1. Who can ride the bus to school?
2. What can the boy who is 12 do?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



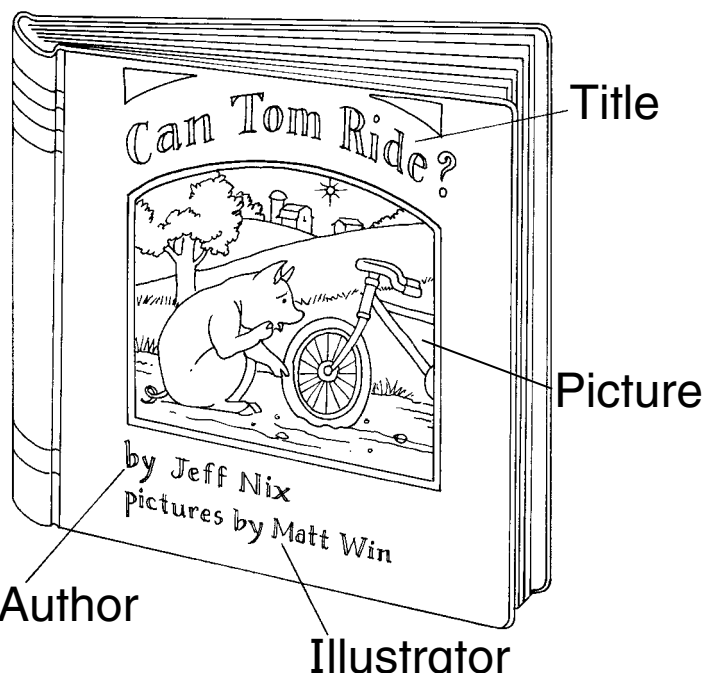
Name _____

The **title** of a book is the name of the book.
 The **author** of a book writes the story.
 The **illustrator** makes the pictures.

Look at the book cover. Answer the questions.

1. Who wrote the book?

2. Who made the picture?



3. What is the title of the book?

4. What picture is on the cover?



Name _____

Write a word from the box to finish the sentence.

lid

pig

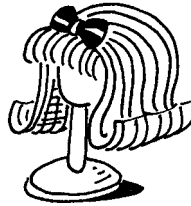
dig

wig

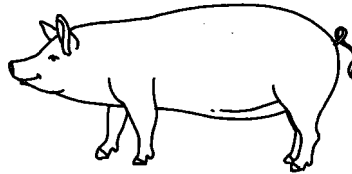
hid

bib

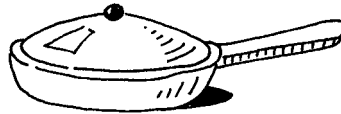
1. Pat likes her _____.



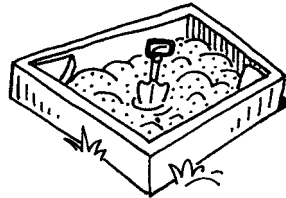
2. He is a big _____.



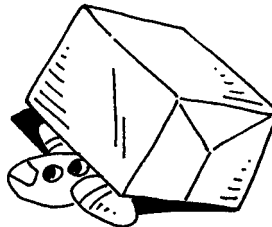
3. The _____ is on the pan.



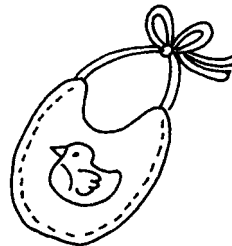
4. Sam can _____ in it.



5. Jan _____ it.



6. The cat has the _____.



Name _____

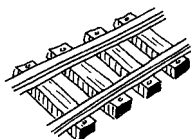
Sometimes consonants form a **blend**. You can hear each consonant sound in a **consonant blend**.

Read the word. Write the word.
Circle the picture that it names.

1. grass



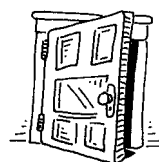
2. track



3. Fran



4. brick



5. crib



Name _____

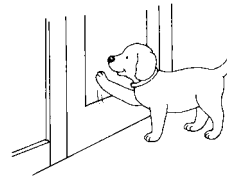
Write a word from the box to complete each sentence. Some words may be used more than once.

come good on that

1. Rags can _____ with me.



2. Can Rags _____ in?



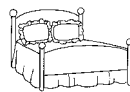
3. Rags is a _____ pet.



4. Is _____ for Rags?



5. Rags is _____ my _____.



Name _____

As you read Pet Tricks, fill in the Setting Chart.

Setting	What the Characters Do There

© Macmillan/McGraw-Hill

How does the Setting Chart help you retell Pet Tricks?



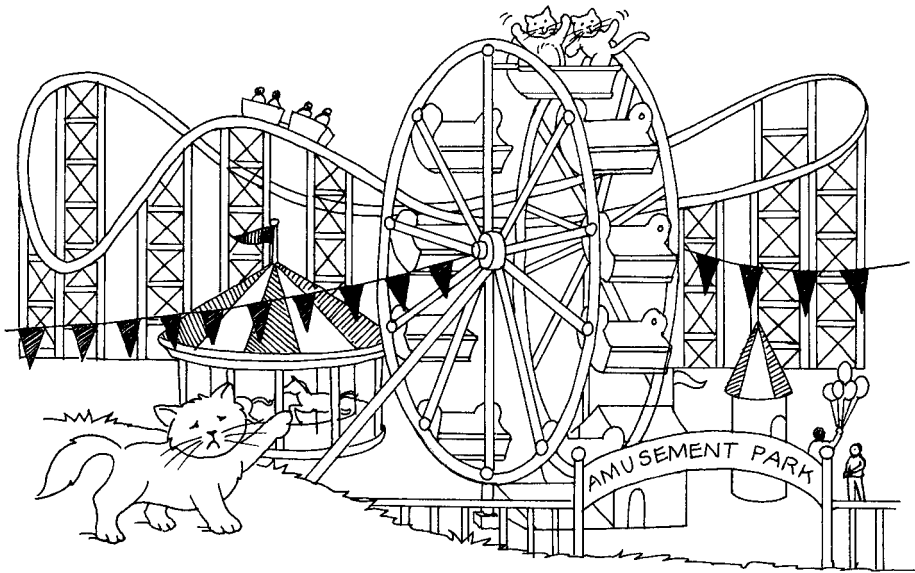
At Home: Have your child use the chart to retell the story.

Name _____

The **characters** are the people or animals in a story.

The **setting** is where the story happens.

Amusement Park



Answer the questions about the characters and the setting.

1. Where are the cats? _____

2. Is the cat sad? _____

3. Do the cats like to play? _____



Name _____

Possessives: 's

When 's is added to a word, it means that something belongs to that person or thing.

Circle the correct word and write it on the line.

1. This is _____ pet.

Fran

Fran's

2. This is _____ bag.

Gram's

Gram

3. This is the _____ trap.

crab

crab's

4. This is _____ cat.

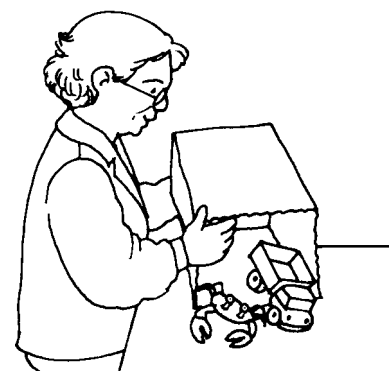
Mr. Tran

Mr. Tran's

5. This is _____ crib.

Jim's

Jim



Name _____

As I read, I will pay attention to the punctuation.

Rosa got a new puppy.
 05 “That is a good puppy,” said Rosa.
 12 Rosa set a bowl on the floor.
 19 “Come and drink,” said Rosa.
 24 Rosa set a dish on the floor.
 31 “Come and eat,” said Rosa.
 36 Rosa got a leash for the puppy. 43

Comprehension Check

1. Why do you think Rosa put a leash on the puppy?
2. What things does a puppy need?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **list** is a series of things written in order.

Pets can:

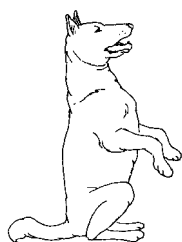
1.



2.



3.



4.



Read the question. Draw a line to the answer.

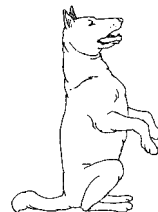
1. What pet likes to nap?



2. What pet can sit?



3. What pet can wag?



4. What pet likes to play?



Name _____

Look at each picture.**Write the word that describes the picture.**

grass

crab

crib

trip

brick

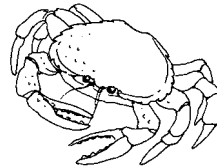
1.



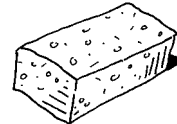
2.



3.



4.



5.

**Write a sentence using one of the words in the box.**

Name _____

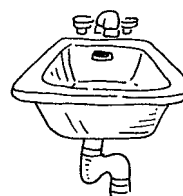
Final Blends:
nd, st, nt, nk

Sometimes consonants form a **blend**. You can hear each consonant sound in a **final blend**.

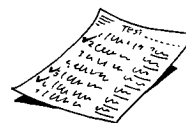
hand past

Say the word. Draw a line under the final blend.
Write the final blend on the line. Circle the picture.

1. a n t



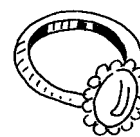
2. l i s t



3. b a n d



4. r i n k



At Home: Have your child identify some things in your home or community that end with each blend: *nd, st, nt, or nk*.

Name _____

Use a word from the box to complete each sentence.

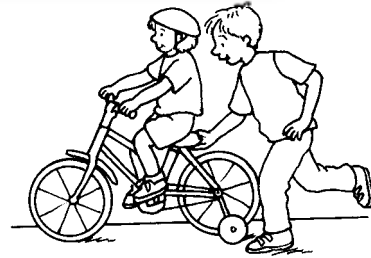
very

help

use

now

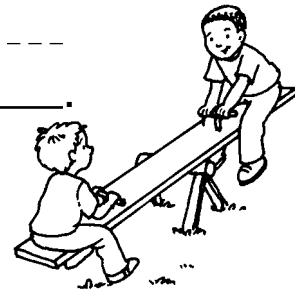
1. Tom can _____ Nan ride.



2. Look! What she did is _____ good.



3. Sam and Matt go up and down _____.



4. Dick and Nan _____ the big pan.



Comprehension: Author's Purpose

```
graph TD; Clue1[Clue] --> AP[Author's Purpose]; Clue2[Clue] --> AP;
```

The diagram illustrates a process where two separate clues are used to determine an author's purpose. At the top, there are two identical rectangular boxes, each labeled "Clue". Below each "Clue" box is a downward-pointing arrow. These two arrows point towards a single, larger rectangular box at the bottom labeled "Author's Purpose".



Soccer • Book I.I/Unit I

Name _____

Some authors write to tell a story. Some authors write to tell about real people or things.

Read the sentences. Choose the author's purpose.

1. Ben the cat likes to play with a pink ball. Look at Ben run! Look at Ben go!
☐ tell a story
☐ tell about real people or things
2. An ant can walk. A shark can swim. A cat can run. A kangaroo can hop.
☐ tell a story
☐ tell about real people or things
3. Where is the band? The band is not here! "What will we do now?" said Crab. "We will play!" said Ant.
☐ tell a story
☐ tell about real people or things
4. Dogs can jump up and down. Dogs can sit. Dogs can run fast. Dogs can play with you.
☐ tell a story
☐ tell about real people or things

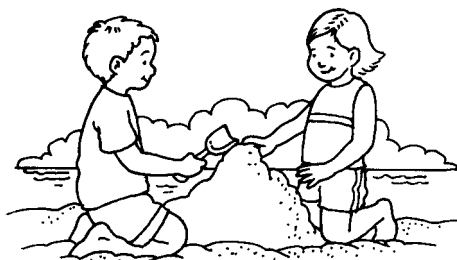


Name _____

Read each sentence. Then read the words under each sentence. Write the correct word on the line.

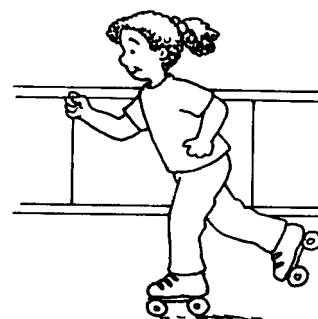
1. We like to play in the

sun sand lot



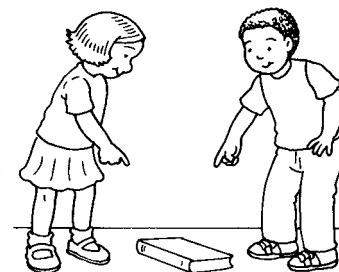
2. The _____ is very big.

rat rink rim



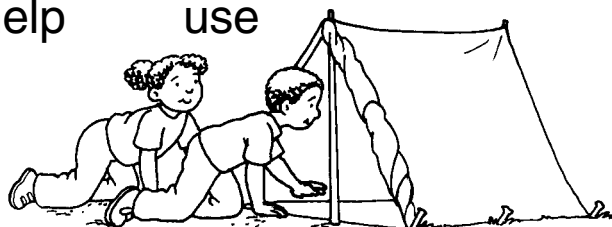
3. Pam and Nat look here _____.

lap let last



4. Nan and I look at a _____.

tent help use



Name _____

As I read, I will pay attention to the punctuation.

Look at the sand. We can not use the sand.
 10 We can help. We can pick up.
 17 Look! The sand is very clean. We can use the
 27 sand now.
 29 Look at the park. We can not use the park.
 39 We can help! We can pick up. 46

Comprehension Check

1. What is wrong with the sand and the park?
2. What can the children do to help?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Poetry: Rhyme

Words in a poem often **rhyme**. Rhyming words begin with different sounds and end with the same sound.

map tap

**Read the poem. Write the rhyming words on the line.
Circle the same sound in each word.**

Where Did the Ball Go?

1. Pam can kick.
Now she is very quick.

2. Where will the ball land?
Will it sink in the sand?

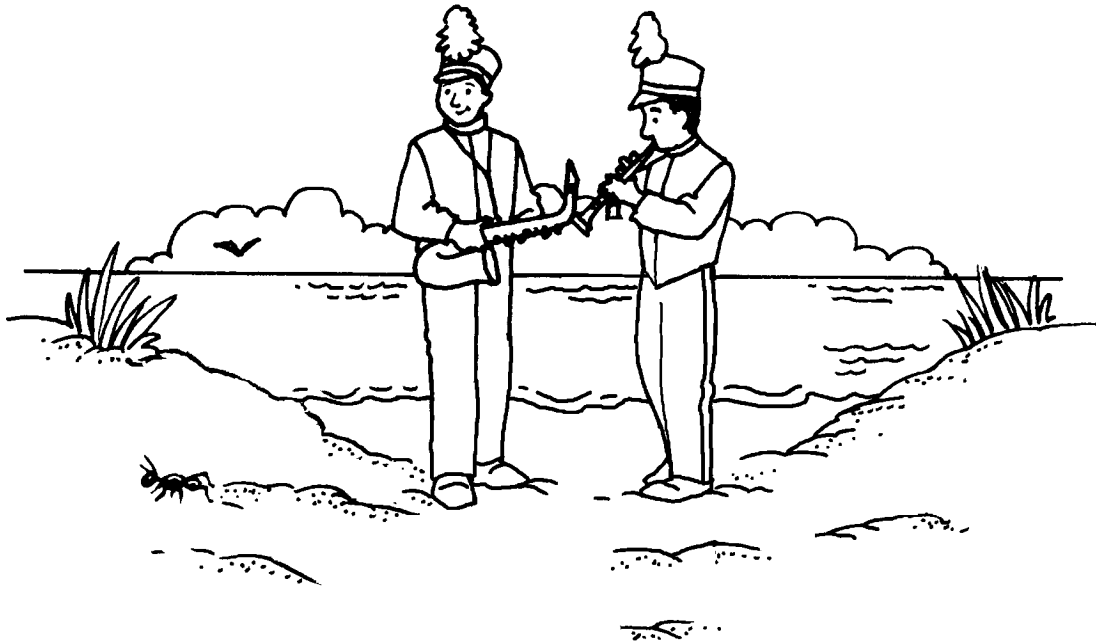
3. Now it will fall.
It is just a red ball.



Name _____

Look at the picture. Write sentences about the picture. Use a word with a final blend in each sentence.

ant band sand fast wind sink



See the _____

Look at the _____

What _____?



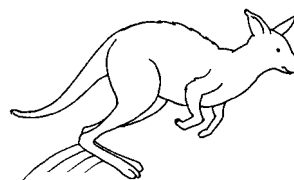
Name _____

Review: Words to Know

Circle the word that tells about the picture.
Then write the word on the line.

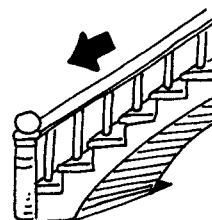
1.

jump run



2.

up down



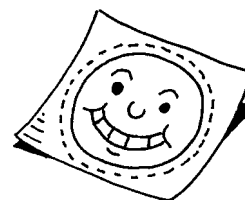
3.

go come



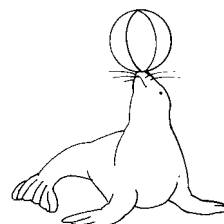
4.

good sad



5.

in on



6.

help sit



Name _____

Match each sentence to the picture that it explains.

1. It is **too** little.

a.



2. Bill can **ride** now.

b.



3. **That** is **not** Ann's cat.

c.



4. **Yes**, Jack can **use** help.

d.



5. Jill can do **very good** tricks.

e.



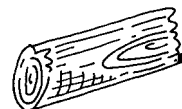
6. Pam can **run** and **jump**.

f.



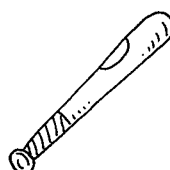
Name _____

The letter **o** stands for the middle sound in **log**.

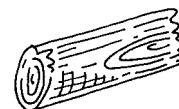


Blend the sounds and say the word. Then write the word and circle the picture.

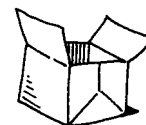
1. p o t



2. h o g



3. b o x



4. t o p



5. f o x



Name _____

Write the word that completes each sentence.

one

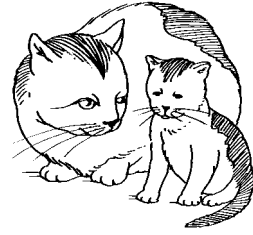
two

does

her

They

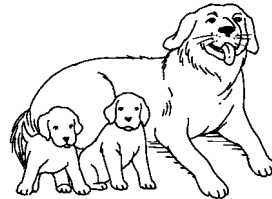
1. This mom has _____ cat.



2. She naps with _____ mom.



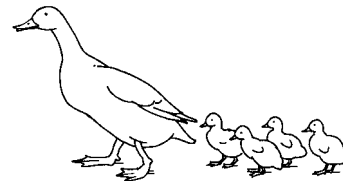
3. This mom has _____ dogs.



4. _____ play with mom.

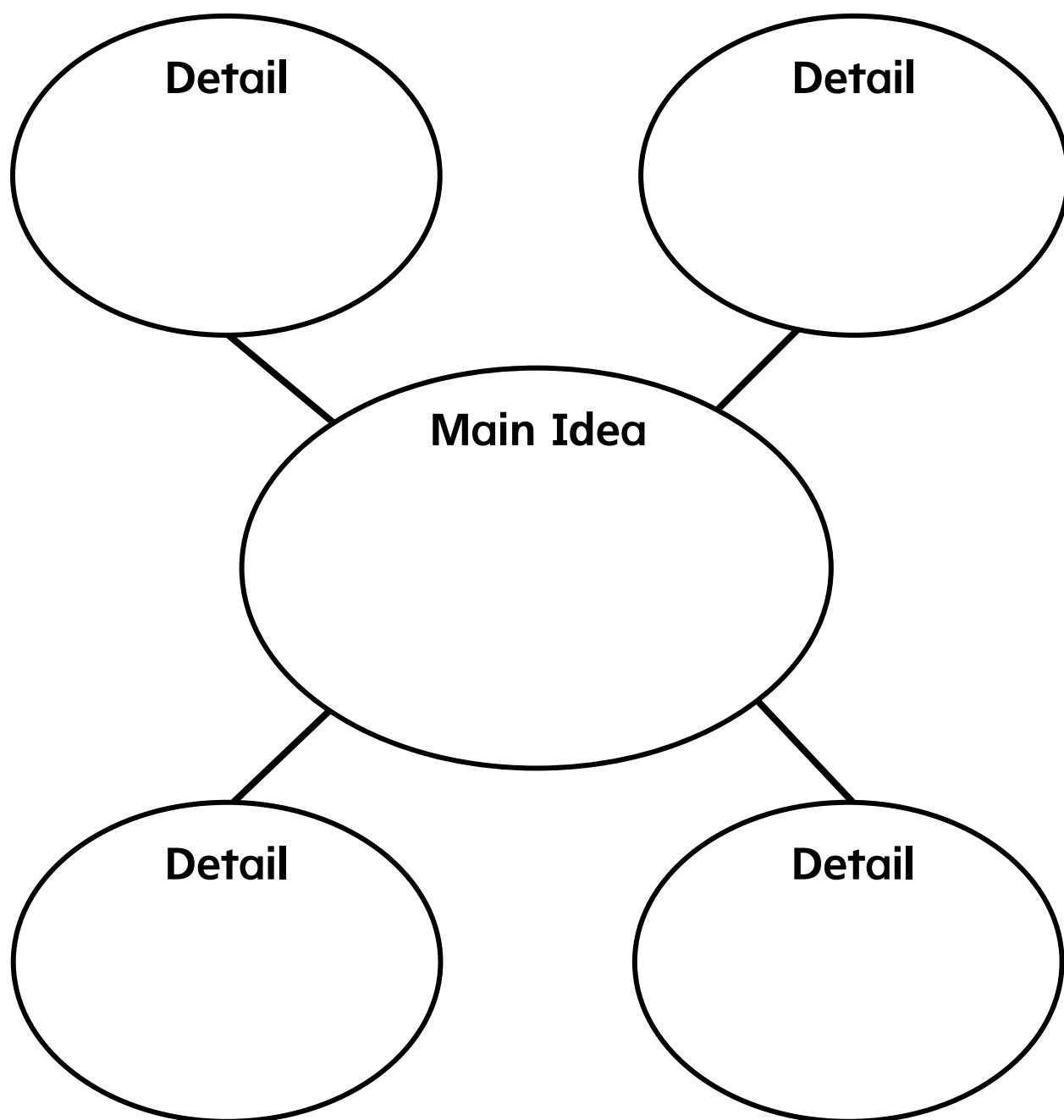


5. What _____ this mom have?



Name _____

As you read **Animal Moms and Dads**, fill in the Main Idea and Details Web.



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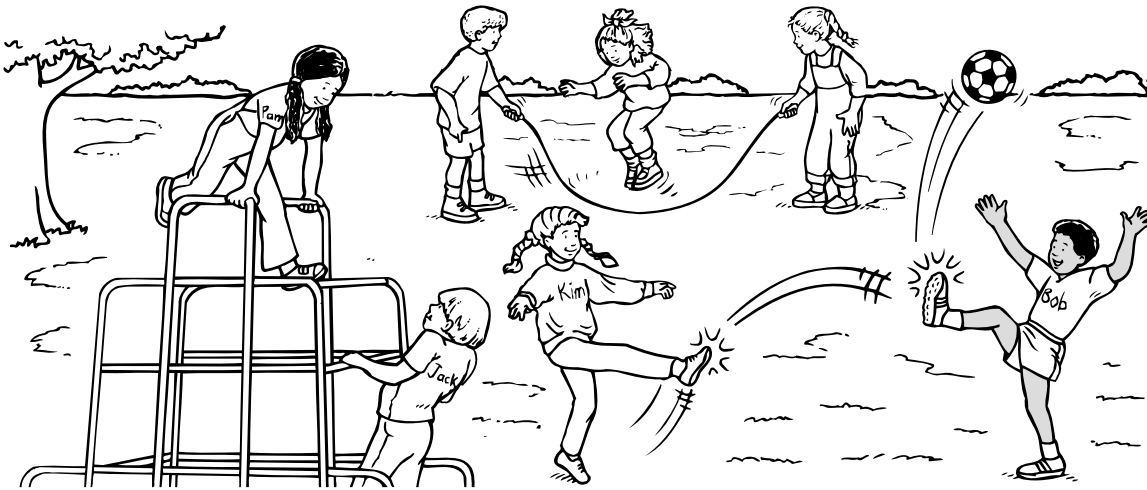
How does the Main Idea and Details Web help you retell **Animal Moms and Dads**?



At Home: Have your child use the web to retell the story.

Name _____

Look at the picture. Circle all the sentences that tell about the picture.



1. The children are eating lunch.
2. Kim and Bob play ball.
3. The children go to school.
4. Pam and Jack climb.
5. The children like to jump rope.
6. The dog wants to play, too.

Write a sentence that tells the main idea of the picture.



Name _____

Inflectional Ending: *-ed*

You can add **-ed** to some action words to tell what someone or something did. **walk + ed = walked**

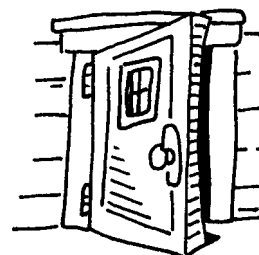
Circle the word that completes the sentence.
Then write the word.

1. I _____ my bag.

rocked packed

2. Dad _____ the

locked packed



3. Bob _____ up the dog.

picked licked

4. The cat _____ up on my lap.

jumped picked

5. Pat _____ the

rocked kicked



Name _____

As I read, I will pay attention to patterns in the story.

- Look at the big bear. Look at her cubs.
- 9 What can the two cubs do? They can play.
- 18 They can look for food to eat.
- 25 The cubs can rest. They take a long nap.
- 34 The cubs can play on the rocks. 41

Comprehension Check

1. What are cubs?
2. What can the cubs do?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

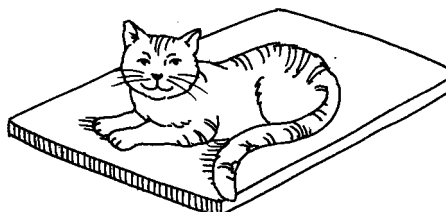


Name _____

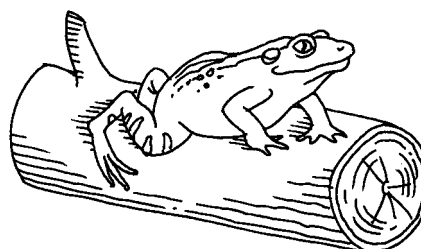
Rhythmic patterns are sounds and words that repeat to give a poem a beat.

Read the poem.

One little cat,
Sat on a mat.
She did not run,
She did not pat.



One little frog,
Sat on a log.
He did not jump,
He did not jog.



1. Write three words that rhyme in the first verse.

_____	_____	_____
-----	-----	-----
_____	_____	_____

2. Write three words that rhyme in the second verse.

_____	_____	_____
-----	-----	-----
_____	_____	_____

3. Underline three words that repeat in the first verse.

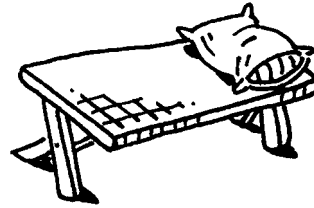
4. Underline three words that repeat in the second verse.



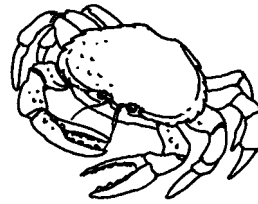
Name _____

Read the question. Look at the picture. Write the word.

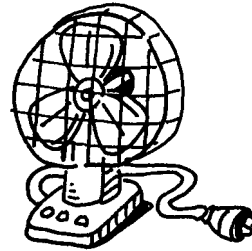
1. Is this a cat or a cot?



2. Is this a crib or a crab?



3. Is this a fan or a fin?



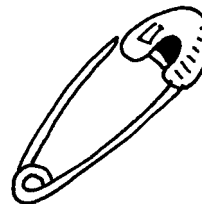
4. Is this a mop or a map?



5. Is this a sock or a sack?



6. Is this a pin or a pan?



Name _____

Use the words from the box to name each picture.

dress

net

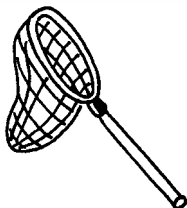
cent

leg

bed

ten

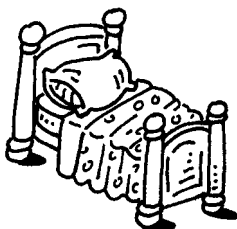
1.



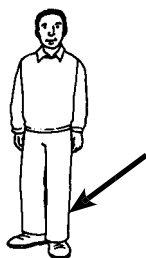
2.



3.



4.



5.

10

6.





Name _____

Write a word from the box to complete each sentence.

Who

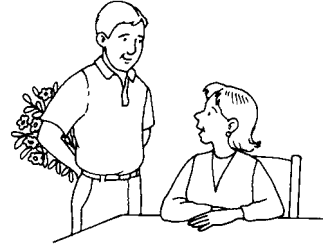
some

of

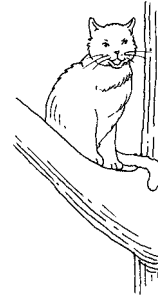
No

eat

1. Did you get _____ for me?



2. _____ can get the _____ down?



3. The bag _____ is in the box.



4. _____, I can not ride a _____.



5. Can I _____ with you?



Name _____

As you read Little Red Hen, fill in the Retelling Chart.

Little Red Hen

1.

2.

3.

4.

5.

6.

How does the Retelling Chart help you remember Little Red Hen?



Name _____

When you **retell** a story, you tell only the important parts.

Read each story. Write a new sentence that tells only the important parts. Then draw a picture.

The red hen has two eggs.
 She sits on the nest.
 Now the eggs crack.
 The chicks jump down from the nest.

1. _____

Jen has a pet cat.
 Greg has a pet dog.
 Jen's cat jumps on Greg's dog.
 The dog does not run.
 Greg's dog licks Jen's cat.

2. _____



Name _____

A **contraction** is a short form of two words. An **apostrophe (')** takes the place of the missing letters.
 can + not = **can't**

didn't

can't

doesn't

isn't

Write the contractions.

1. does not _____

2. did not _____

3. can not _____

4. is not _____

5. Write a sentence using a contraction from the box.



Name _____

As I read, I will pay attention to questions in the passage.

- 10 | Look at the farm. What can you get from a
farm?
- 11 | Look at the cows. We get milk from the cows.
- 21 | Who will have some of the milk?
- 28 | Look at the hen. We get eggs from the hen.
- 38 | Who will eat some of the eggs? 45

Comprehension Check

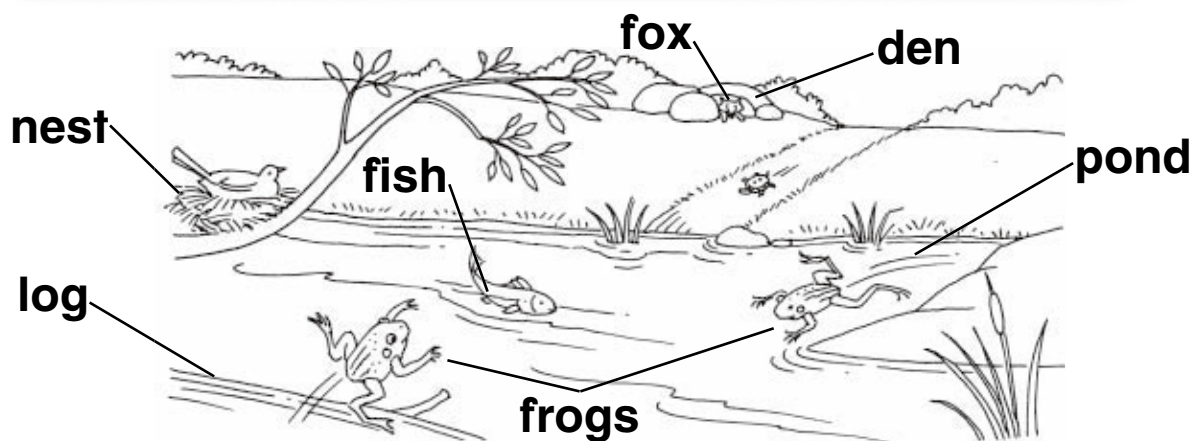
1. What do we get from cows?
2. What do we get from hens?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **diagram** is a picture that shows the parts of something.



Write a word from the diagram to complete each sentence.

1. Two frogs jump in the _____.

2. The _____ is in the _____.



3. A fox is in a _____.

4. A _____ is in the pond.



Name _____

Use the words from the box to name each picture.

bell

pond

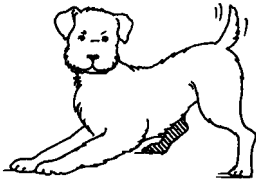
vest

dog

cob

Kent

1.



2.



3.



4.



5.



6.





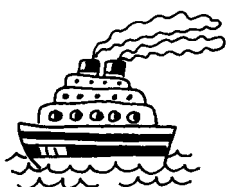
Name _____

Read each word. Listen to the sounds **sh** and **th** stand for.

path think ship shop dish bath

Use the words in the box to name each picture. Then circle the letters that stand for the sounds sh and th.

1.



2.



3.



4.



5.





Name _____

Write a word from the box to complete each sentence.
Match each sentence to the correct picture.

live

into

out

many

1. The



in a nest.



2. They run

the



.

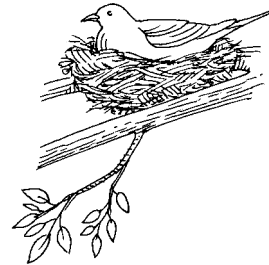


3. We don't go

in the



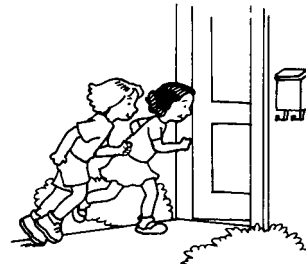
.



4. He has

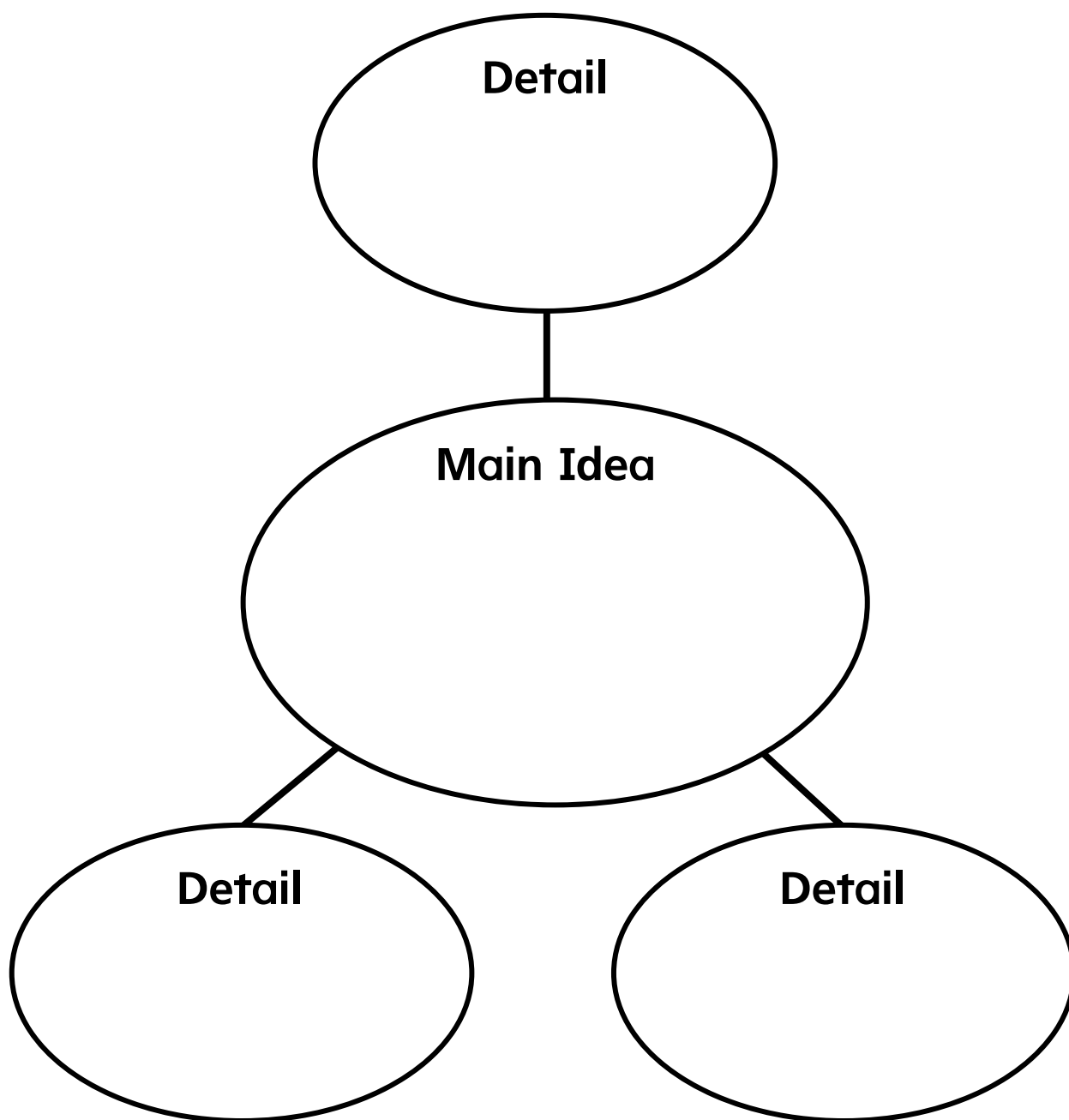


in his bag.



Name _____

As you read A Prairie Dog Home, fill in the Main Idea and Details Web.



© Macmillan/McGraw-Hill

How does the Main Idea and Details Web help you better understand A Prairie Dog Home?



At Home: Have your child use the web to retell the story.

Name _____

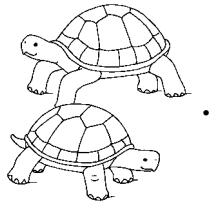
The **main idea** tells what the story is about.

The **details** tell more about the main idea.

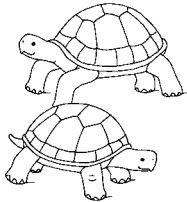
Write a sentence that tells the main idea.

Frogs live in the pond.

So do fish and



Frogs jump in and out of the pond.



go in and out, too.

Draw a picture to show what else lives in a pond.



Name _____

You can add **-ing** to some action words.Add **-ing** to the words in the box.

look _____

jump _____

play _____

wash _____

Complete the sentences with the words you wrote.

1. Beth is _____ a big dog.

2. They are _____ for a lost cat.

3. I am _____ with a little ship.

4. We are _____ up and down.



Name _____

As I read, I will pay attention to questions in the passage.

Where do birds live? Birds live in many places.
 9 This bird lives in a park. It hops in the grass.
 20 The bird used twigs to make a nest.
 28 Look into the nest. What do you see?
 36 This bird lives in the woods. It will peck a
 46 hole in the tree. 50

Comprehension Check

1. Where do some birds live?
2. What do some birds use to make a nest?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

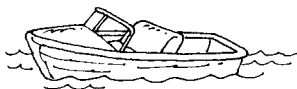
Study Skill: Dictionary

A **dictionary** gives the meaning of words.

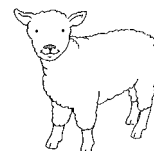
grand very big

mend to fix

ship a big



lamb a little



Write a dictionary word to complete each sentence.

1. The _____ likes to run and play.

2. The ship is very _____.

3. I have to _____ my pants.

4. A _____ is too big for a pond.

Write a new sentence for one of the words.

5. _____

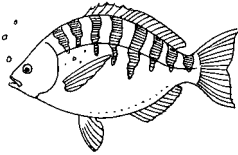


Name _____

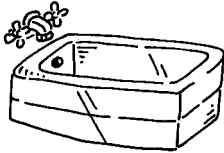
Use the words in the box to name each picture.
Underline the letters that stand for the sounds sh and th.

bath thin shell fish pen lock

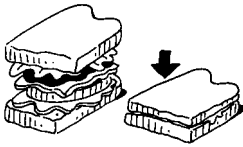
1.



2.



3.

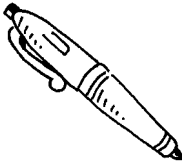


Circle the letters that stand for the short e and o sound.

4.



5.



6.





Name _____

Short *u*The letter **u** stands for the middle sound in **bus**.

Circle the word that names each picture.
Then write the word.

1.



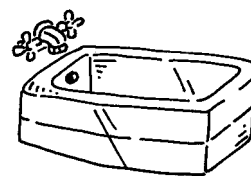
bun big

2.



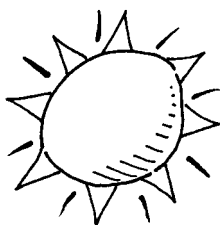
pot pup

3.



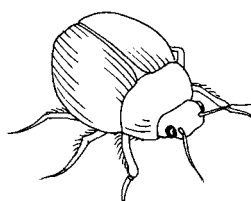
ten tub

4.



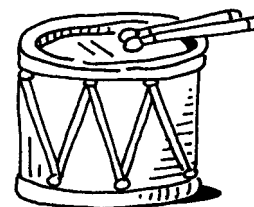
sun sad

5.



bat bug

6.



drip drum



Name _____

Write a word from the box to complete each sentence.

make want under Put show Three

1. _____ on a hat.

2. Sit _____ the tent.

3. Come see the _____!

4. _____ kids play in a band.

5. You will _____ to see it.

6. It will _____ you jump up and down.



Name _____

As you read The Fun Kids' Band, fill in the Retelling Chart.

The Fun Kids' Band

1.

2.



3.

4.



5.

6.



7.

8.



How does the Retelling Chart help you visualize what happens in The Fun Kids' Band?



Name _____

When you **retell** a story, you tell only the important parts.

Read the story. Then look at it again. Underline the sentences that retell the story.

Ben wants to use his fishing rod.

Ben sits down at the pond with his fishing rod.

Ben sits and sits.

Ben sees a frog.

Ben sees a bug.

At last Ben gets a fish!

Draw three pictures to retell the story.

--	--	--



Name _____

Contractions: 's

A **contraction** is a short form of two words.
An **apostrophe** (') takes the place of one or more letters.

he's

it's

let's

she's

that's

Read each sentence. Then write the contraction for the underlined words.

1. Mom said she is going with us. _____

2. That is a big truck! _____

3. Let us run and jump. _____

4. Ted said he is playing the drum. _____

5. It is a dull rug. _____



Name _____

As I read, I will pay attention to the dialogue.

Meg, Jim, and Dan sat under a tree.
 8 Dan's little sister sat under the tree, too.
 16 Jim asked,
 18 "What do you want to do?"
 24 Meg said, "I want to put on a show. Do you
 35 want to help me?"
 39 Jim and Dan said, "Yes!" 44

Comprehension Check

1. What do the children want to do?
2. What do you need to put on a show?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Directions are the steps that you follow to make or do something.

Make a Fun Box.

1. Get an egg carton.



2. Cut the top.



3. Give it a fun look.



4. Put in stuff.

1. What will you make? _____

2. What will you use? _____

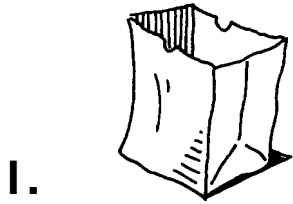
3. What will you do with the top? _____

4. What will you do last? _____

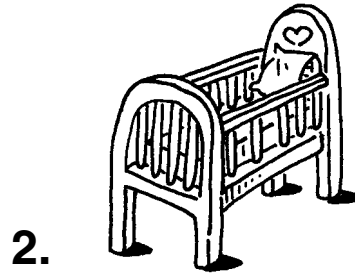


Name _____

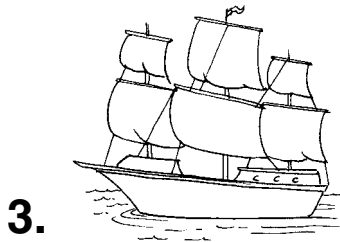
Circle the word that names each picture.
Then write the word.



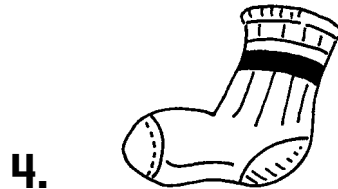
bag beg



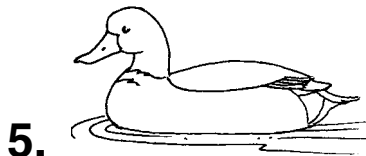
crab crib



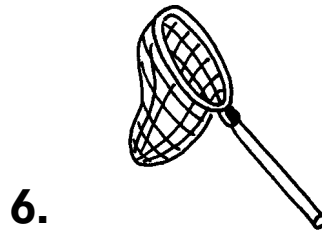
ship shop



sock sack



duck dock



net nut



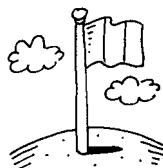
Name _____

Blend the first two letters to read each word.

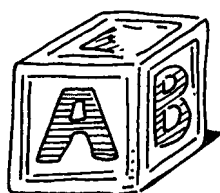
flag **clap** **black** **block** **clip** **clock**

Use the words in the box to name each picture.

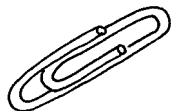
1.



2.



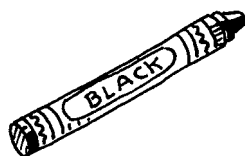
3.



4.



5.



6.





Name _____

Read each sentence. Write a word from the box to complete the sentence.

away late school today way Why

1. If the bus does not come, I will be _____.

2. _____ did the bus go in the mud?

3. This is the _____ to play.



4. We put the blocks _____.

5. I have to go to _____ now.

6. We can not play _____.



Name _____

As you read On My Way to School, fill in the Sequence Chart.

First
↓
Next
↓
Then
↓
Last

How does the Sequence Chart help you visualize what happens in On My Way to School?



Name _____

Look at the pictures. Write what happens in each picture.



First, _____



Next, _____



Last, _____

2. 

First, _____



Next, _____

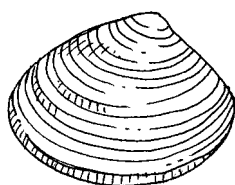


Last, _____



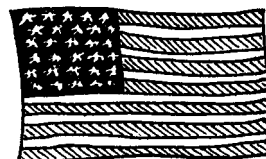
Name _____

Circle the word that names each picture. Then write the word.



1.

clam clip



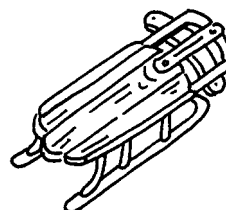
2.

flag flat



3.

clap clip



4.

sled slip



5.

clam club



6.

plum glad



Name _____

As I read, I will pay attention to the punctuation.

Elephant sat up. He looked at the clock.
 8 “Oh no! I will be late for school!”
 16 Elephant got dressed. He got his books. He got
 25 his lunch. He put them in his blue backpack.
 34 Elephant ran down the street. On the way,
 42 he saw Bear. 45

Comprehension Check

1. What is the problem?
2. What does Elephant do to get ready for school?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **sign** uses words or pictures to tell you what to do.

Circle the word that completes each sentence.

1. When you see , you _____.
stop go

2. When you see , you _____.
stop go

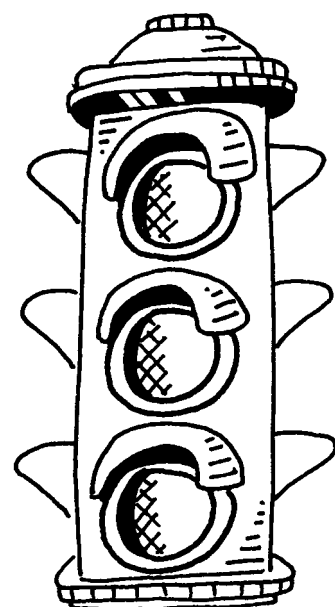
3. To play on the _____, we go to the .
beds swings

4. We _____ in the .
run eat

Color the traffic light with red, yellow, and green.

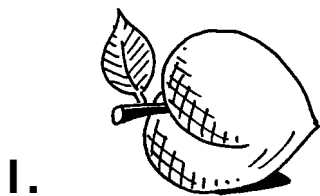
Put a ✓ next to the color that tells you to go.

Put an X next to the color that tells you to stop.

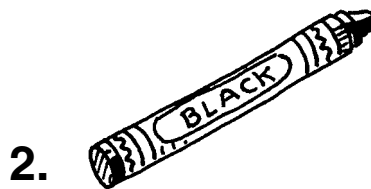


Name _____

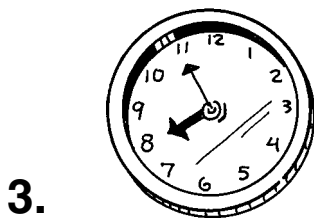
Circle the word that tells about each picture.
Then write the word.



plug plum



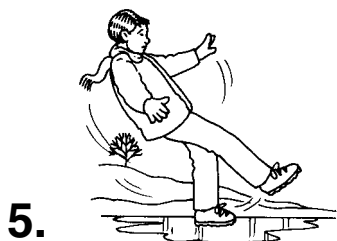
black block



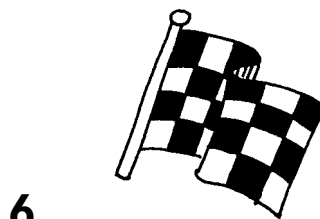
clam clock



clip clap



slip sled



flop flag



Name _____

Write the word that completes each sentence.

1. They _____ in a den.

live glad



2. Tom can _____ his hat on.

cut put



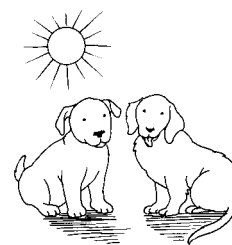
3. The frog jumps _____ the pond.

out into



4. My _____ dogs sit in the sun.

two does



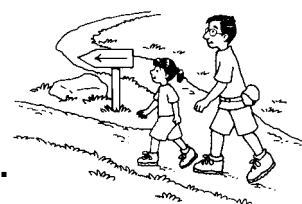
5. _____ gets on the bus last?

Who Why



6. They can tell the _____ to go.

way ran



Name _____

Write a word from the box to complete each sentence.

late her show today make some

1. We want to shop for socks _____.

2. I will _____ you the way.

3. Jen and _____ mom will get gas.

4. They can _____ a hat.

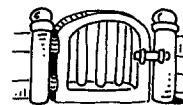
5. I can't be _____ for school.

6. I see _____ of the kids at the bus stop.

Name _____

Look at the word **gate**. The letters **a** and **e** stand for the **long a** sound you hear.

g a t e



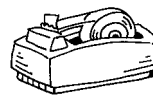
Circle the word that names the picture. Write the word on the line.

1.



cap cape

2.



tape tap

3.



pane pan

4.



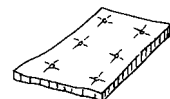
man mane

5.



rat rate

6.



mate mat



Name _____

Write the words from the box to complete the letter.

Oh pull Could All walk Hello

_____ Kate,

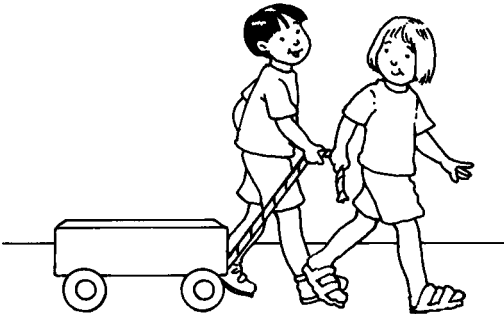
_____ you come on a _____

with me? We could _____ our wagon.

_____ our pals could come. _____,
it will be fun!

From,

Jake



Name _____

As you read Kate's Game, fill in the Predictions Chart.

What I Predict	What Happens

© Macmillan/McGraw-Hill

How does the Predictions Chart help you understand what happens in Kate's Game?



At Home: Have your child use the chart to retell the story.

Name _____

A **prediction** is a guess about what will happen next.

There is pizza on a plate. A good **prediction** would be that someone will eat the pizza.

Draw a line connecting each sentence with the one that tells what will happen next.

- | | |
|----------------------------|------------------------|
| 1. The block falls down. | Tim will pick it up. |
| 2. The frog sees a pond. | The vet will help. |
| 3. A dog is sick. | It will hop in. |
| 4. Dad gets a cake. | She will run fast. |
| 5. Jan gets a doll. | She will play with it. |
| 6. Peg is late for school. | He eats it. |

Make your own prediction.

7. Jake has a gift from his friend Meg.



Name _____

Look at the word: **wave**Notice that the **e** is dropped when adding **-ing** or **-ed**.**wave + ing = waving** **wave + ed = waved****Add -ing to the words. Write the new word.**

1. fake _____

2. rake _____

Add -ed to the words. Write the new word.

3. bake _____

4. fade _____

5. wade _____



Name _____

As I read, I will pay attention to the punctuation.

You could help a friend pull a wagon.
 8 You could pull a sled.
 13 You could wave "Hello" to a friend.
 20 You could make a card for a friend and write
 30 "Hello."
 31 Could you be a friend? Oh, yes! Oh, yes!
 40 Look at all the ways to be a good friend! 50

Comprehension Check

1. How can you be a friend?

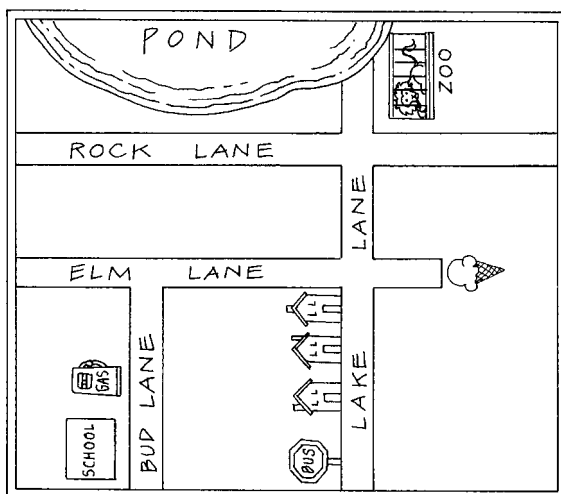
2. How do you help your friends?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **map** can show where streets are. Some maps have **labels** that tell where places are.



**Look at the street map.
Write the answers to
the questions.**

1. Where is the school? _____

2. What is next to the pond? _____

3. Where is the bus stop? _____

4. What lane stops at the pond? _____

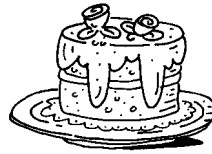
5. How many houses are on Lake Lane?



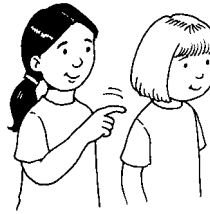
Name _____

Circle the word that completes each sentence.
Write the word on the line.

1. I can make a _____.
 cap cake



2. Did you _____ Jen?
 tap tape



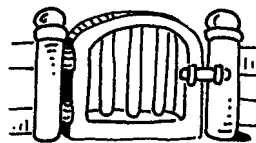
3. Play a _____ with me.
 gap game



4. I hit the ball with a _____.
 bat bake



5. Shut the _____.
 gab gate



6. We will jump in the _____.
 last lake

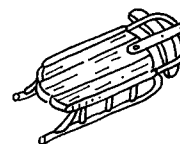


7. Is the dog for _____?
 sap sale



Name _____

Sometimes two consonants form a **blend**.
You can hear each consonant sound in
a **consonant blend**. Listen for the
blend at the beginning of the word. **sled**



Use these blends to complete the words.

sn

st

sm

sc

sp

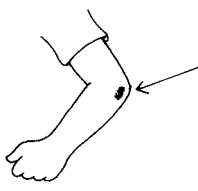
sw



1. _____amp



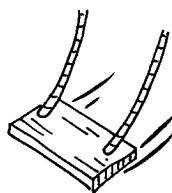
2. _____ap



3. _____ab



4. _____ock



5. _____ing



6. _____in



Name _____

When

water

care

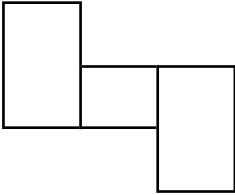
together

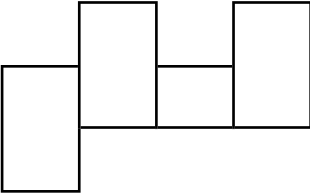
boy

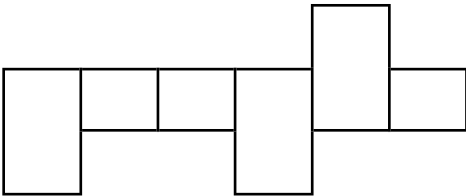
people

girl

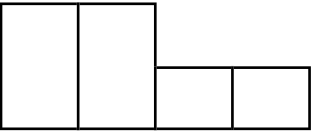
Use the words from the box to complete the sentences.

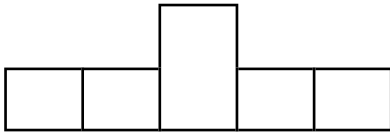
1. The  can help.

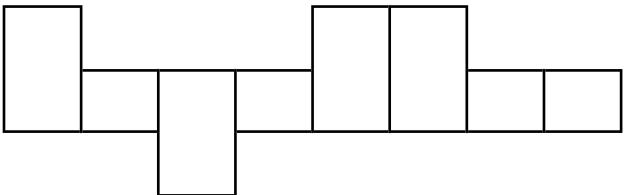
2. The  can pick up.

3. Some  go to school.

4. I  about my mom.

5.  can we ride?

6. Tad jumps into the .

7. Bess and Jan play .



Name _____

As you read Kids Can Help, fill in the Compare and Contrast Chart.

Job	Kids in One Place	Kids in Another Place

© Macmillan/McGraw-Hill

How does the Compare and Contrast Chart help you better understand Kids Can Help?



At Home: Have your child use the chart to retell the story.

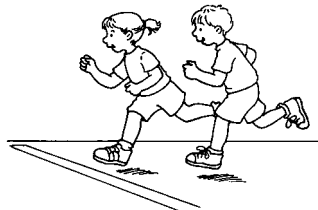
Name _____

When you **compare** two or more things, you tell how they are **alike**.

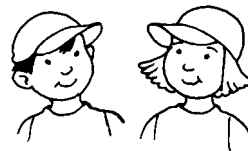
When you **contrast** two or more things, you tell how they are **different**.

Color the picture if the sentence tells how two or more things are alike.

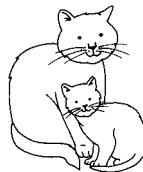
1. Jan and Fred run fast.



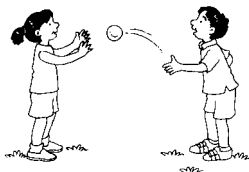
2. Tom has a red cap. Bess has a black cap.



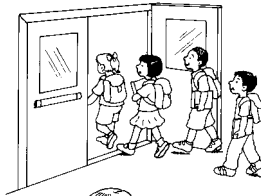
3. One cat is little. One cat is big.



4. Sid and Sal play ball.



5. All the kids go to school.



6. Both girls like to play.



Name _____

A **syllable** is a part of a word.

You can count the number of syllables in a word by counting the number of beats in the word.

Read the words below. Listen to the number of syllables in each word.

spud = 1 pump•kin = 2

Read each word. Circle the number of syllables in each word.

1. snack

1 2

2. stop

1 2

3. basket

1 2

4. swim

1 2

5. spin

1 2

6. wagon

1 2

7. under

1 2

8. spill

1 2



Name _____

As I read, I will pay attention to punctuation.

7 People all over like holidays. People come
 14 together to do things on holidays. People
 17 have holiday fun!
 25 Today people give thanks for the things they
 34 have. They have lots of good things to eat.
 42 Today boys and girls are together at a
 51 parade. It is fun when the big dragon comes
 along. 52

Comprehension Check

1. Why do people like holidays?
2. What did the boys and girls see at the parade?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



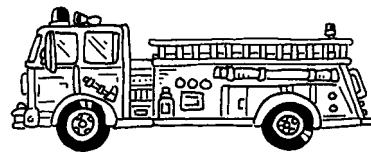
Name _____

Writers use interesting and colorful words.

The **fluffy, white** clouds float in the sky.

Circle the two words that a writer could use to describe each picture.

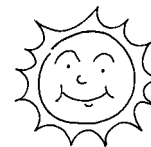
1. fast soft red



2. many little wet



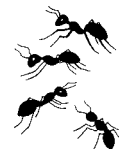
3. black one hot



4. three big hot



5. little many big



6. hot stink yum



Name _____

Write the correct word in each sentence.

1. Beth slept in a _____.

tent
stop

2. A _____ is in the box.

sniff
snake

3. Do not _____ on the spill!

slip
sled

4. I like to _____ at the park.

swing
swat

5. A _____ is under the log.

slim
slug

6. Look out for the _____!

skunk
skin

7. Mom made a _____.

stem
list

8. Put on a _____.

smock
smell



Name _____

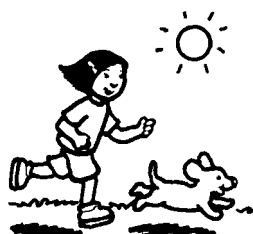
Digraphs:
ch, wh, tch

The letters **ch** and **tch** stand for the sounds you hear in **chin** and **ditch**.

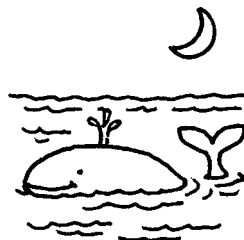
The letters **wh** stand for the sound you hear in **when**.

Choose from the letters ch, tch, and wh to complete each word. Write the letters on the line.

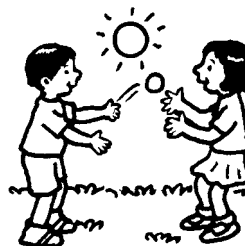
1. _____ ase



2. _____ ale



3. ca _____



4. lun _____



Name _____

Write words from the box to complete the story.

Your light our again Would

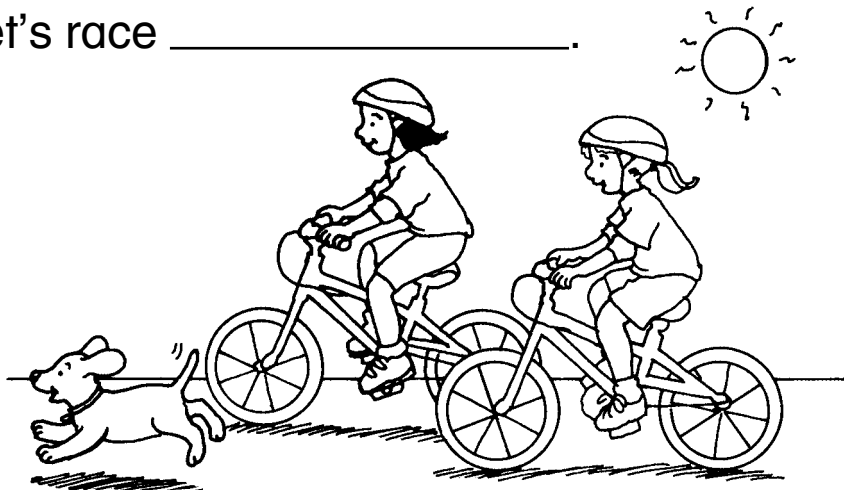
1. _____ you like to play today?

2. The sun is up and it is _____ out.

3. We can ride _____ bikes.

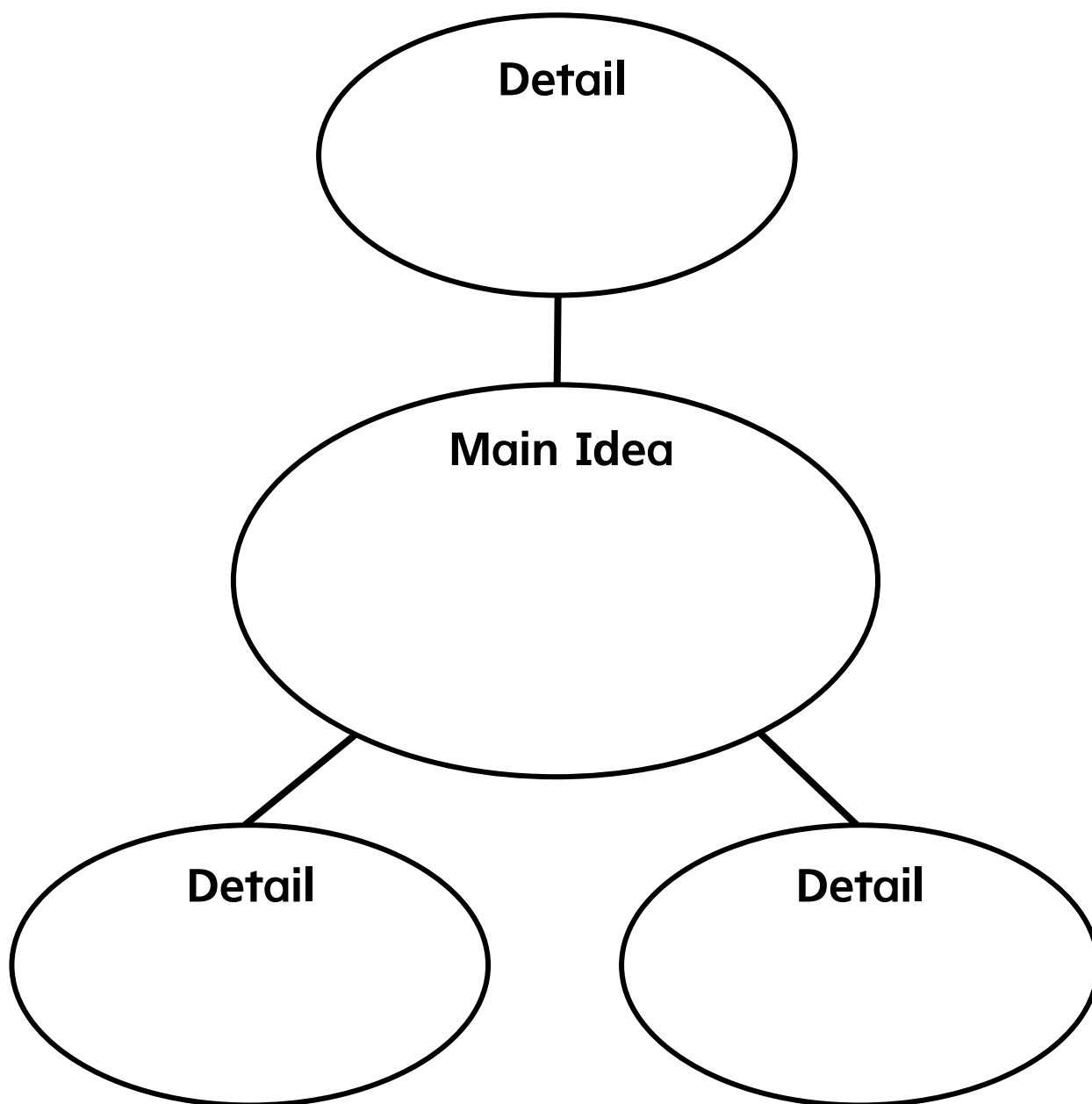
4. _____ dog can run with us.

5. He is fast! Let's race _____.



Name _____

As you read Short Shadows, Long Shadows,
fill in the Main Idea and Details Web.



How does the Main Idea and Details Web help you
better understand the main idea of Short Shadows,
Long Shadows?



Name _____

The **Main Idea** is the most important idea in the story.
Details are small pieces of information in a story.

Read this story.

We went out.

We sat in the sun.

We ate lunch.

The sun went down.

It was a fun day!

**Write M if the sentence tells the main idea.****Write D if it tells a detail.**

1. We sat in the sun. _____

2. The sun went down. _____

3. We ate lunch. _____

4. It was a fun day! _____



Name _____

You can add **-s** or **-es** to name more than one person or thing.

Circle the word in each group that names more than one. Write it on the line.

1. watch watches what

2. inches pitch inch

3. such lunch lunches

4. catch patches patch

5. kisses miss kiss

6. less dresses dress



Name _____

As I read, I will pay attention to the questions.

What makes a shadow?

- 4 Sun makes light and light makes a shadow.
 12 When the sun is out you can see your
 21 shadow. We would not see our shadows if
 29 the sun was not out.
 34 This groundhog is coming out of its den.
 42 The groundhog will see its shadow if the sun
 51 is out. 53

Comprehension Check

1. What makes a shadow?
2. When will a groundhog see its shadow?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

The **title** of a magazine is on the **cover**.
There are **articles** inside the magazine.



Use the magazine cover and article to answer the questions.

1. What is the title of the magazine?

2. What is on the cover?

3. What is the title of the article?

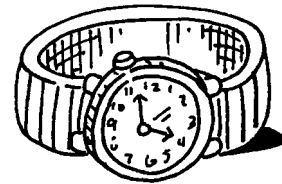
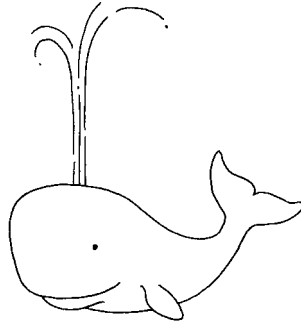
4. What could the article be about?



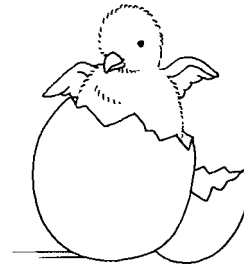
Name _____

Blend the sounds to say each word. Write the word. Circle the picture it describes.

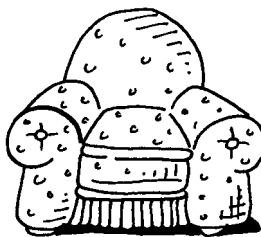
1. wh a le



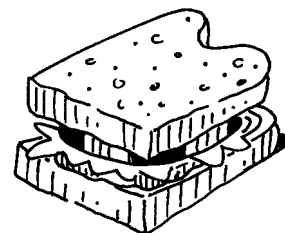
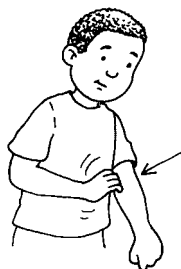
2. h a tch



3. ch e ck



4. i tch



Name _____

Use the words in the box to complete the sentences.

hike

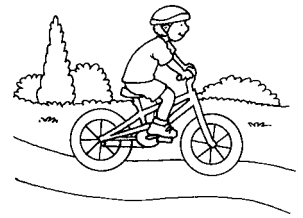
hive

line

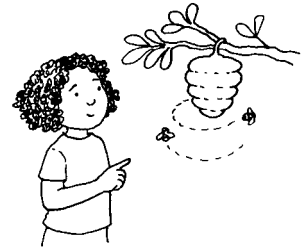
bite

bike

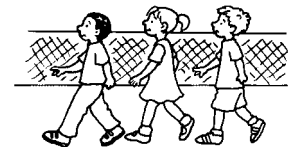
1. Matt races very fast on his _____.



2. What will I find in the _____?



3. We must all walk in a _____.



4. Dan takes a big _____ of his cake.



5. We can _____ up this hill.



Name _____

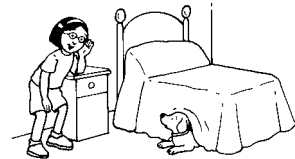
Use the words from the box to complete the story.

call How more funny There so

 Look! _____ is a pet show today.



 I will _____ my dog Max.



 _____ many pets will be in
 the show today?



 Will they like Max _____
 than the other pets in line?



 We like to watch some of the _____
 dogs and cats.



 My Max is _____ good!



Name _____

As you read Smile, Mike!, fill in the Predictions Chart.

What I Predict	What Happens

© Macmillan/McGraw-Hill

How does the Predictions Chart help you understand what happens in Smile, Mike!?



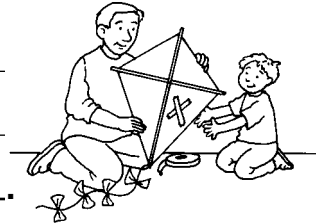
At Home: Have your child use the chart to retell the story.

Name _____

Read the sentences. Write the words that tell what happens next.

1. Tim's kite is ripped. Dad can fix Tim's kite.

Tim will _____



2. Kim must wash her dog. Kim's dog is very big.

Mike will _____



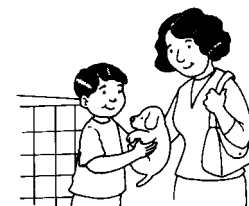
3. Sam wants to skate. Dad takes Sam to the rink.

Sam and Dad will _____



4. Sam wants a nice pup. Mom and Sam go to see the pups.

Mom and Sam will _____



Name _____

When you add **-ed** or **-ing** to a word that ends with a vowel and a consonant, double the final consonant.

run + ing = **running**My dog is **running** fast.chop + ed = **chopped**Sam **chopped** the log.

Read the sentence. Write the correct form of the word in the sentence.

1. Mike is _____ the ball with a bat.
hit



2. The girl _____ the nice red mug.
chip



3. The kids are _____ the parts
put
of the kite together.



4. My dog just _____ over his dish.
tip



Name _____

As I read, I will pay attention to the dialogue.

12 I did not want to play with Sam. So, I went to
 16 see Mom and Dad.
 16 "Mom," I said. "How can I play? Sam will
 25 not stop. He does just what I do."
 33 "He's just a little boy," Mom said.
 40 "He's just little," Dad said.
 45 I said, "So can he play with you?"
 53 "He can," they said. 57

Comprehension Check

1. What does Sam like to do?

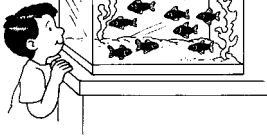
2. How do Mom and Dad try to help?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Read the chart.

Tim's Pets

cats III

mice ~~III~~

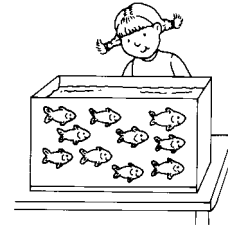
dog I

fish ~~III~~ IIIINan's Pets

cat I

mice II

dogs II

fish ~~III~~ ~~III~~

Count the pets and then complete the sentences.

1. Tim has _____ fish.

2. Nan has _____ mice.

3. Tim has _____ dog.

4. Nan has _____ fish.



Name _____

Use the words in the box to answer the riddles.

bike

hit

slide

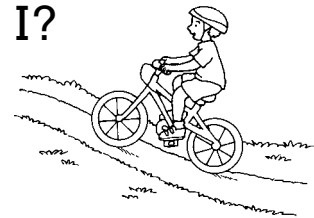
slip

dig

1. You do this on the ice. What word am I?



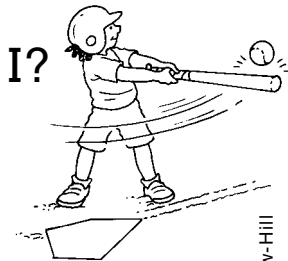
2. You ride me fast up a hill. What word am I?



3. You do this in the sand. What word am I?



4. You do this with a bat in a game. What word am I?



5. You like to race down me. What word am I?



Name _____

Blends:
*scr-, spl-, spr-, str-*Three letters can form a **blend**.

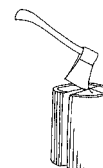
Listen for all three consonant sounds in each blend.

spring**scratch****splash**

Write the new word on the line.

Connect the word to the matching picture.

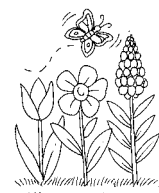
1. scr + atch = _____



2. str + ipe = _____



3. spr + ing = _____



4. spl + it = _____



Name _____

say says about give read were

Use the words from the box to complete the sentences.

1. Here is a book _____ cats.

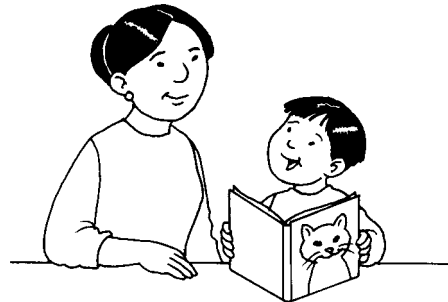
2. "What is it?" _____ Gram.

3. "Will you _____ it?" I ask.

4. I _____ her the book.

5. "It's a good book," we _____ together.

6. We _____ glad we
could read it.



Name _____

As you read Gram and Me, fill in the Character and Setting Chart.

Setting	What the Characters Do There
1.	1.
2.	2.
3.	3.
4.	4.

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How does the Character and Setting Chart help you retell Gram and Me?

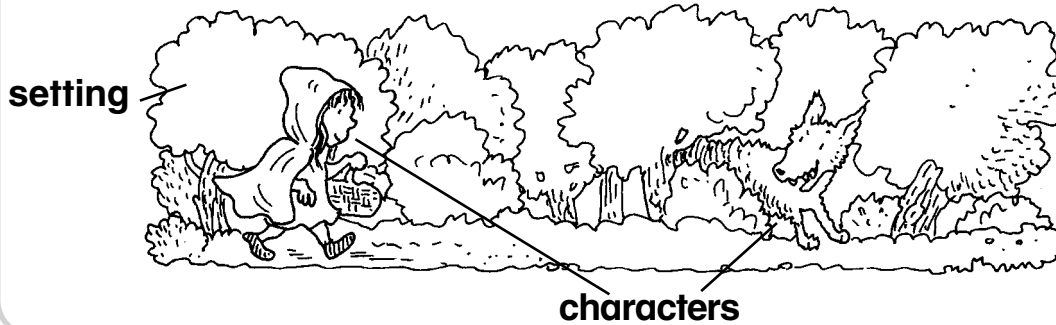


At Home: Have your child use the chart to retell the story.

Name _____

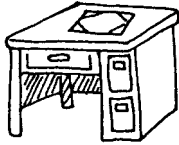
The **setting** is where a story takes place.

The **characters** are the people or animals in a story.



Think about what a school setting is like. Circle the people and things you would find in a school.

desk



bike



girl



book



pen



skate



animal



boy



Name _____

Contractions:

'll, 'm, 've

Contractions combine two words. The **apostrophe** (') takes the place of any missing letters.

we + will = **we'll** I + am = **I'm** you + have = **you've**

Write the contraction for the two words.

1. we + have = _____

2. he + will = _____

3. I + am = _____

4. she + will = _____

Use the contractions to complete the sentences.

5. _____ itching my scratch.

6. _____ be glad when spring is here.



Name _____

As I read, I will pay attention to the dialogue.

“Hi, Grandpa!” I say.
 4 I give my Grandpa a big hug.
 11 “I’m looking at pictures,” says Grandpa.
 17 “Would you like me to tell you about them?”
 26 “This is me when I was little,” says Grandpa.
 35 “I liked to write stories on that typewriter.”
 43 “I like to write stories, too,” I say. “I write
 53 them on my computer.” 57

Comprehension Check

1. What are Grandpa and the boy doing?
2. How are Grandpa and the boy alike?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **numerical list** is a series of things written in
1, 2, 3 order.

Make two lists. Use the words below to help you.

pen

pants

tape

hat

desk

socks

Things for a Trip



1. _____

2. _____

3. _____

Things for School

1. _____

2. _____

3. _____

Draw a picture of something else you need at school.



Name _____

Write the word that completes each sentence.

1. I can _____ the plum.

string smell shade

2. I would like a _____.

snack scratch snap

3. The _____ cat likes to play with string.

striped scarf steps

4. Boys and girls like to _____ in the water.

split splash scat

5. The _____ is hot!

sleet strip stove

6. Many people like the _____.

snap split spring

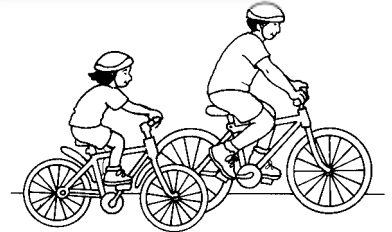


Name _____

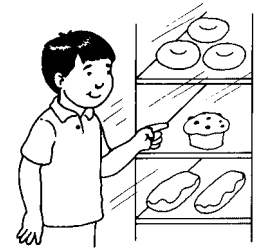
Write the word that completes each sentence.

Would read How together funny

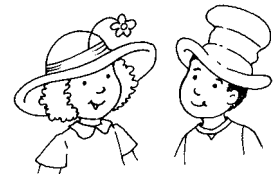
1. They ride _____.



2. _____ much is that?



3. They have _____ hats.



4. The boys like to _____.



5. _____ you like to bat?



Name _____

Write the word that completes each sentence.

1. _____ you help us?

Could Care

2. Three _____ are eating lunch.

people walk

3. She will take _____ of the fish.

there care

4. _____ mom will pick you up.

Your Were

5. I would like to play _____.

oh again

6. The light _____ we can walk.

says give

Name _____

Use the words in the box to complete the sentences.

rode

close

joke

bone

hope

drove

rose

1. The pet shop is _____ to my home.

2. The _____ is red and smells nice.



3. My dad _____ us home after the game.

4. We _____ on the bus to get to school.

5. I broke the _____ in my leg when I fell.

6. I _____ I win a big prize!

7. Can you tell a funny _____?



Name _____

Use the words from the box to complete the sentences.

opened

every

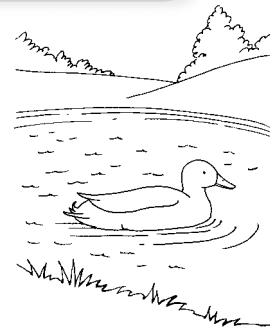
any

saw

soon

sparkled

floating



1. I _____ a big, fat duck.

2. The duck _____ its bill to get a fish.

3. The duck was _____ on the pond.

4. The pond's water _____ in the sun.

5. I did not see _____ other ducks.

6. _____ the duck swam away.

7. I go to the pond _____ day.



Name _____

As you read **Pelican Was Hungry**, fill in the Inference Chart.

Text Clues	What You Know	Inferences

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How does the Inference Chart help you better understand **Pelican Was Hungry**?



At Home: Have your child use the chart to retell the story.

Name _____

Use the picture and what you already know about birds to decide if the sentences are true.

Write T if the sentence is true.

Write F if the sentence is false.

1. The bird lives in a tree with its babies. _____

2. The big bird can fly. _____

3. The bird is as big as a pelican. _____

4. The nest is made of stones. _____

5. The big bird is the mother. _____

6. The little birds like to eat only fish. _____

7. Soon the little birds will fly, too. _____



Name _____

As I read, I will pay attention to the punctuation.

8 Penguins can dive. They dive under the water
 17 to get food. Penguins eat fish. They eat krill
 that are small shrimp.
 21 Every year, penguins make nests on the land.
 29 Some penguins use stones to make a nest.
 37 Some penguins make a hole.
 42 They fill it with grass to make a nest.
 51 This penguin has an egg.
 56 The penguin will keep the egg warm. 63

Comprehension Check

1. What do penguins eat?
2. How do penguins make nests?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **dictionary** is a book that gives the meaning of words. Some words have more than one meaning.

Read the definitions below.

bark **1.** the outside cover of a tree: The **bark** on the tree fell off. **2.** to make the sound that a dog makes: His dog will **bark** at all cats.

seal **1.** an animal that lives in the ocean most of the time and swims very well: The **seal** swam over the wave. **2.** to close something so that it can not be opened: I had to **seal** the box with tape to close it.

Choose the correct definition for the word.

Fill in the circle.

1. bark ☐ drop a pole ☐ be like a dog
2. bark ☐ on a tree ☐ in a pot
3. seal ☐ run away ☐ close a box very well
4. seal ☐ a blue ship ☐ an animal that swims

Use a word from above in a sentence.



Name _____

**Circle the word that completes each sentence.
Then write the word.**

1. A dog can run _____ than a cat.

faster fastest

2. A cat can run _____ than a duck.

faster fastest

3. The dog is the _____ of them all.

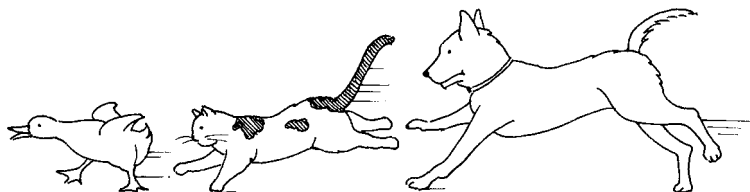
faster fastest

4. That little bed is _____ than my bed.

softer softest

5. The big bed is the _____ of them all.

softer softest



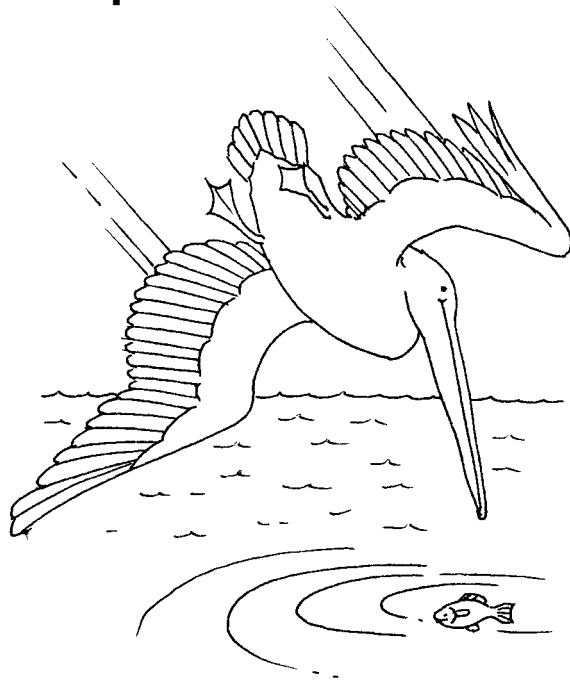
Name _____

Poems often repeat words or sentences more than once.

Read the poem. Then answer the questions.

The Pelican and the Fish

The fish swims.
The pelican flies over.
The fish swims.
The pelican is hungry.
The fish swims.
The pelican dives down.
The fish swims.



The pelican _____

GULP!

1. Circle the sentences that repeat.
2. Complete the end of the poem.



Name _____

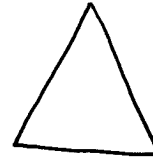
Circle the word that names each picture.
Then write the word.

1.



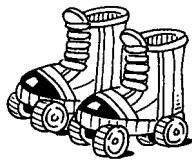
bake bike

2.



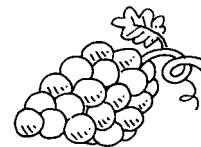
shape ship

3.



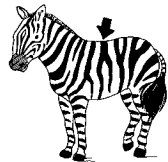
skates stones

4.



grabs grapes

5.



strip stripe

6.



nose nine

7.



snack snake

8.



smoke smile



Name _____

Long u

The letters **u** and **e** stand for the **long u** sound.

cube tune

Use words from the box to complete each sentence.

June tube dune Luke flute mule

1. What is inside this _____?



2. We ran down the sand _____ and into the water.



3. The baby plays with his stuffed _____.



4. _____ and _____ are six.



5. I can play a tune on my _____.



Name _____

Write the word that completes each sentence.

find

after

old

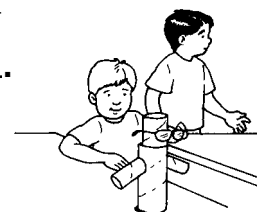
new

terrific

1. Dad has _____ socks for



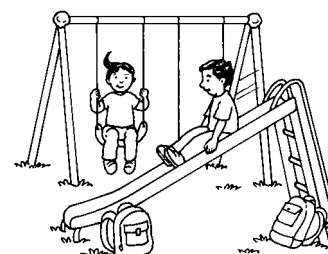
Kim because hers are _____.



2. Can you help me _____ my glasses?

3. We go to the park _____ school.

We have a _____ time.

**Match the word to its meaning.**

4. done

something you make or invent

5. work

finished

6. creation

to do a job



Name _____

As you read June Robot Cleans Up, fill in the Conclusion Chart.

Inference	Inference
	
Conclusion	
.....	
Inference	Inference
	
Conclusion	

How does the Conclusion Chart help you better understand June Robot Cleans Up?



Name _____

You can use what you read and what you already know to help you **draw conclusions**.

Read each story. Draw a conclusion about the characters. Then fill in the circle of the sentence that makes the most sense with the story.

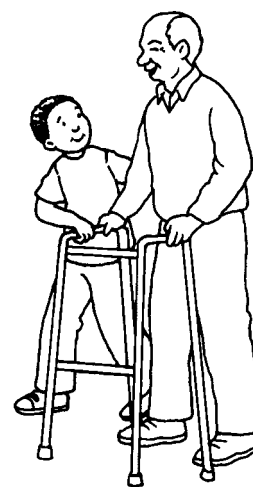
1. Jane bikes to school. She likes to run races. She has fun jumping rope. Jane plays ball with her pals, too.

- ☐ Jane is in good shape.
- ☐ Jane likes to take care of dogs.



2. Luke helps out at a home for older people. He helps them walk. He tells them funny jokes.

- ☐ Luke is like the older people.
- ☐ Luke likes to help older people.



Name _____

As I read, I will pay attention to the punctuation.

8 Paper is made from trees. It takes many,
 16 many trees to make the paper people use.
 23 How can people help to save trees?
 30 In some places, workers collect paper for
 36 recycling. Recycling is making new things
 42 from old things. Sometimes people bring
 47 paper to a recycling center.
 56 Old paper is recycled into new paper at a
 mill. Look and see how it is done. 64

Comprehension Check

1. What is paper made from?
2. How can people help to save trees?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



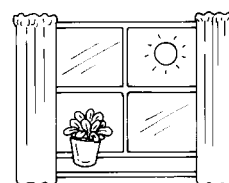
Name _____

Context clues are words in a sentence that help you figure out the meaning of a new word.

Use context clues to figure out the meaning of the underlined word. Fill in the circle next to the correct answer.

1. Plants need water and sunlight to grow and stay alive.

- ☐ living
☐ outside



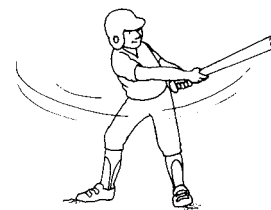
2. Mom picked a bunch of roses from the garden.

- ☐ something that is red
☐ a group of things



3. That baseball player is famous. Everyone knows who he is.

- ☐ very well known
☐ sad



4. I like puzzles so I like to read mystery books.

- ☐ a story, play, or movie that has a puzzle to solve
☐ a story that is very funny



Name _____

Read the **CVCe** words. Listen for the long vowel sound.

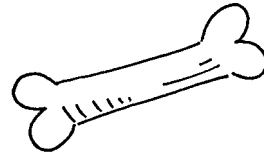
cube lace ride

Circle the word that names the picture. Then write the word.

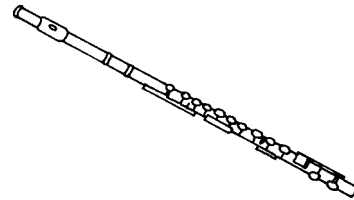
1. game gate



2. bate bone



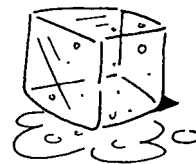
3. flute flat



4. fine five

5

5. cub cube



Read your answers. Then complete this sentence.

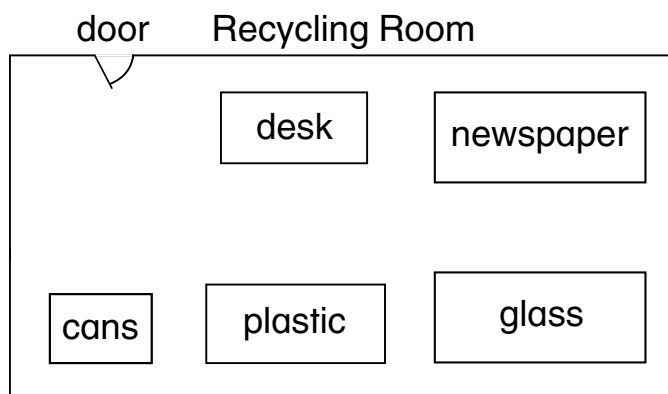
6. Words with CVCe have a _____ vowel sound.



Name _____

A **floor plan** is a drawing that shows where things are in a room.

Use the floor plan to complete each sentence.



1. The cans bin is next to the _____ bin.
2. If you can't tell which bin something goes in,

ask for help at the _____.



3. Put _____ in the _____ bin.



4. These _____ go in the _____ bin.

5. The smallest bin is for _____.

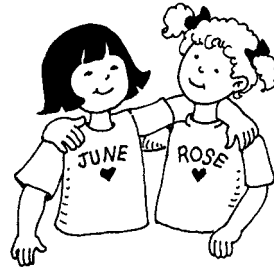


Name _____

Read the words.

Listen to the long vowel sound
in each word.

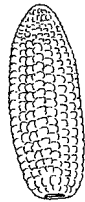
June



Rose

Write the letters o or u and final e to complete
each word. Circle the picture the word names.

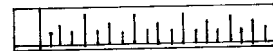
1. c ____ b ____



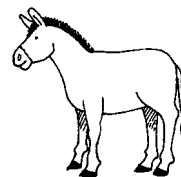
2. b ____ n ____



3. n ____ s ____



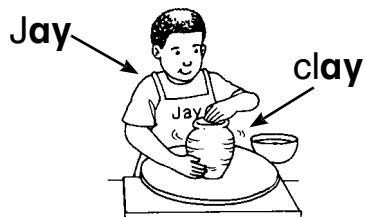
4. m ____ l ____



Name _____

Long a

The letters **ay** and **ai** stand for the **long a** sound.



Use a word from the box to complete each sentence.

snail

pay

paint

clay

1. Ray will use some _____.

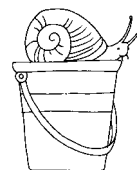


2. He will _____ the vase gray.

3. She will _____ for the tray.



4. A _____ is on the pail.



Name _____

Use words in the box to complete the sentences.

Their know cold warm great

1. I _____ how to ride a bike.

2. A hat helps keep you _____ in the winter.

3. Ice is very _____.

4. We had a _____ time at the party.

5. _____ dog is black and white.

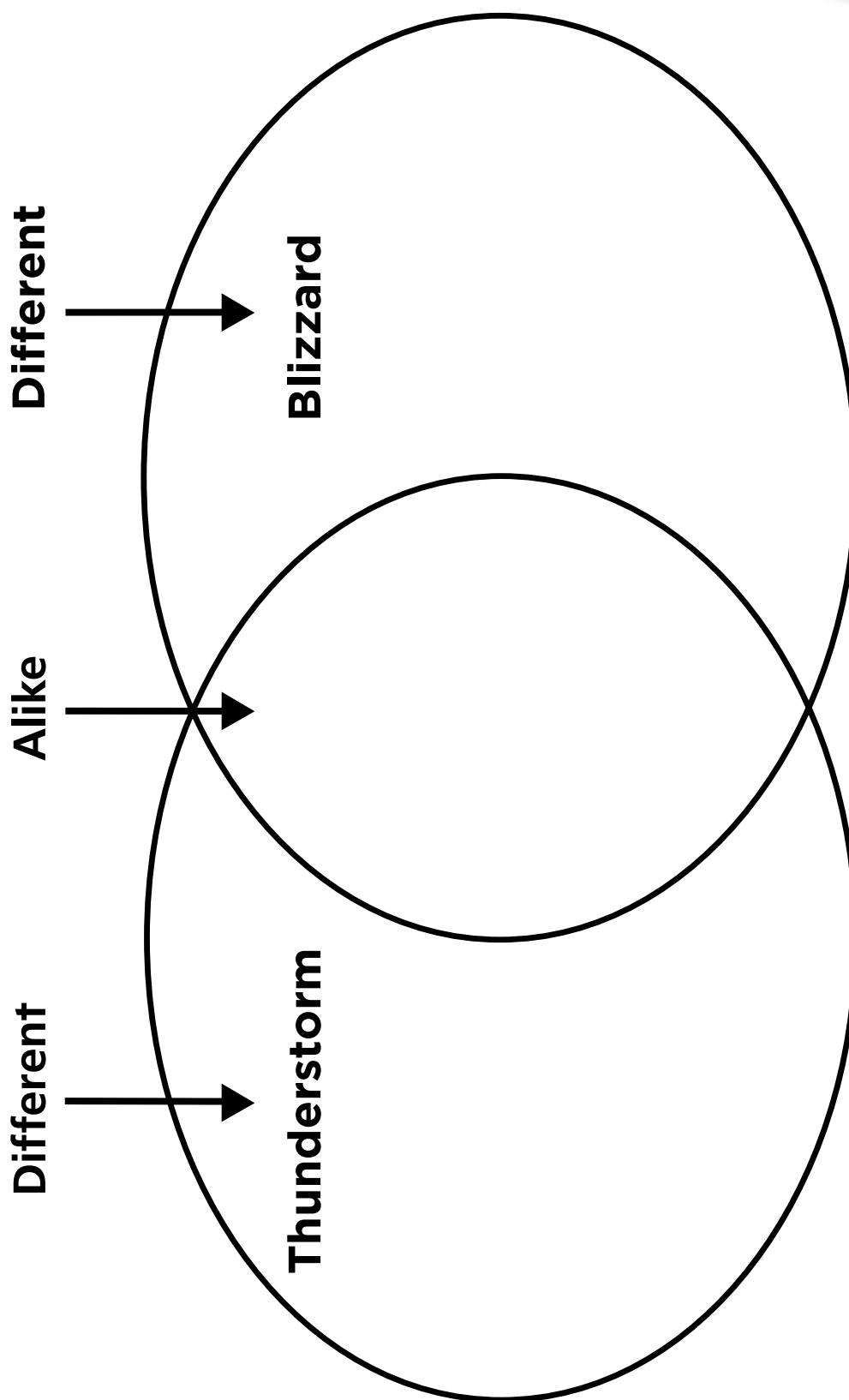
Match the word to its meaning.

- | | |
|------------|--------------------------------|
| 6. sound | very great; dangerous |
| 7. predict | something you hear |
| 8. extreme | to guess what will happen next |



Name _____

As you read Stormy Weather, fill in the Compare and Contrast Chart.



How does the Compare and Contrast Chart help you better understand Stormy Weather?



Name _____

When you **compare** two things, you see how they are the same.

When you **contrast** two things, you see how they are different.

Jay and May both like the water.

When it is warm, they go swimming.

When it is cool, Jay runs with a kite.

May digs holes.

If it rains, Jay takes a nap and May has a snack.

When the weather is extreme, they both go home.



Compare Jay and May by listing how they are the same.

Contrast Jay and May by telling how they are different.



Name _____

Read the definitions.

block 1. An area between two streets: Sam lives on my **block**. **2.** Something hard with flat sides: Put the toy **block** on top.

light 1. Not heavy: The empty bag was **light**. **2.** Energy from the sun: The sun's **light** was very hot.

Fill in the circle of the meaning of each bolded word.

1. We live on the same **block**.
 - ☐ an area between two streets
 - ☐ something hard with flat sides
2. The **light** from the sun is bright.
 - ☐ not heavy
 - ☐ energy from the sun
3. My backpack is **light** when I have no books.
 - ☐ not heavy
 - ☐ energy from the sun
4. The baby played with a **block**.
 - ☐ an area between two streets
 - ☐ something hard with flat sides



Name _____

As I read, I will pay attention to the punctuation.

8 It is Sunday. People on TV predict the
 17 weather. They let you know Sunday will be a
 20 hot, sunny day.
 29 Now you know what the weather will be. It's
 38 a great day for swimming in the cold water!
 48 It is Monday now. It is warm, but not sunny.
 55 There are gray clouds everywhere. It may
 56 rain.
 66 It is Tuesday now. It is a rainy, wet day.
 People will have to use their umbrellas. 73

Comprehension Check

1. What can you do on a hot, sunny day?
2. What would you use on a rainy day?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **telephone directory** lists names, addresses, and telephone numbers.

Vann,	Jay	17 Elm Ave.	555-5436
Vann,	Max	17 Elm Ave.	555-5436
Wade,	Jake	245 Main St.	555-7401
Wade,	Lon	29 Sunset Ave.	555-4269
Wade,	May	9 Sunrise St.	555-9711

Use the directory to complete each question.

1. How many people have the last name Wade? _____

2. What is May Wade's phone number? _____

3. Where does Jake Wade live? _____

4. Who has the same address and telephone number?

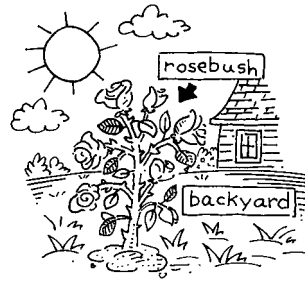


Name _____

A **compound word** is made up of two small words.

rose + bush = **rosebush**

back + yard = **backyard**



Match a word on the left to a word on the right to make a compound word. Then write the word.



1. bath

hill



2. down

one

3. any

care

4. day

robe

Use a compound word in a sentence.

5. _____



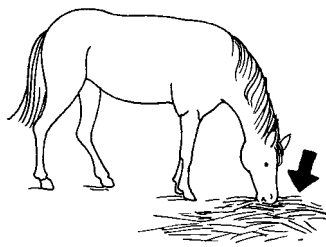
Name _____

Long o, u, a

Use the words from the box to name each picture.

rose globe tune mule snail hay

1.



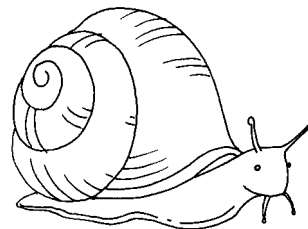
2.



3.



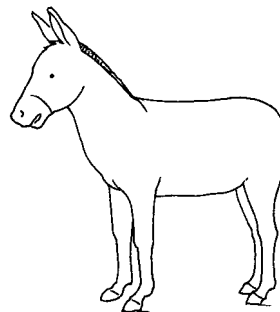
4.



5.



6.





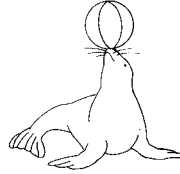
Name _____

Listen to the sound the letters **ee**, **ea**, and **e** stand for.

teeth



seal



he



Circle the word that names each picture. Then write the word.

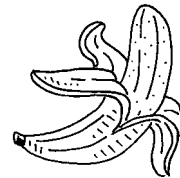
1. sheet

she



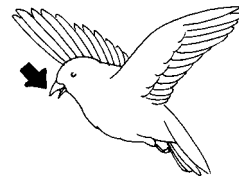
2. peel

peek



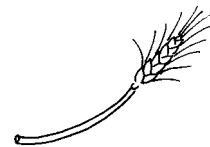
3. bean

beak



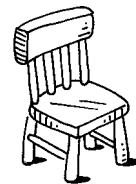
4. weak

wheat



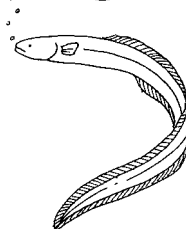
5. seat

seed



6. eat

eel



Name _____

Read each sentence. Choose the word that completes the sentence. Circle the word.

1. Dan plays with his _____.

friends house

2. They came _____ Dean's house.

by knew

3. This game is _____ of like tag.

kind by

4. Jean said she could _____ far.

run curious

5. "I _____ you were it!" she said.

knew kind

6. Mike likes to look. He is _____.

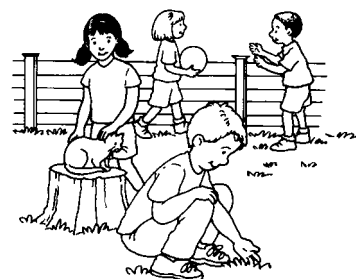
friends curious

7. Dean has another _____.

idea knew

8. "I'm so glad we went to Dean's _____," said Mike.

friends house



Name _____

As you read Meet Ben Franklin, fill in the Inference Chart.

Text Clues	What You Know	Inferences

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How does the Inference Chart help you better understand Meet Ben Franklin?



Name _____

Read the story. Then choose an answer to complete each sentence.

Jean puts a cast on a cat. Then she looks at a man's dog. The dog's teeth are bad. "Please brush your dog's teeth," she tells the man. Today she takes care of many pets. "Oh, no!" says Jean. "I did not eat lunch yet."

1. Jean _____.

- ☐ works in a lab
- ☐ is a vet
- ☐ likes to read



2. Why does Jean put a cast on the cat? _____

- ☐ The cat goes to sleep.
- ☐ The cat wants to eat.
- ☐ The cat broke a leg.

3. Jean asks the man to brush his dog's teeth so that _____.

- ☐ she will not have to pull any teeth
- ☐ she can eat lunch
- ☐ the dog can run faster

4. Jean did not eat lunch because she _____.

- ☐ was not hungry
- ☐ forgot
- ☐ had no pets to take care of



Name _____

As I read, I will pay attention to the punctuation.

How Far Down Did Sylvia Dive?

6 Sylvia did something that no one had done
 14 before her. She went 1,250 feet down into
 21 the ocean. That's far!
 25 Sylvia walked on the sea floor. Like the
 33 men who walked on the moon, she had an
 42 American flag with her.
 46 Going down 1,250 feet was amazing.
 51 But Sylvia knew she wanted to go deeper.
 59 An underwater sub like this one took Sylvia
 67 down 3,000 feet! 69

Comprehension Check

1. What did Sylvia do that no one else had done before?
2. What country do you think Sylvia is from?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A verb is a word that shows action.
 You can add **–ed** or **–ing** to most verbs.
 A verb with an **–ed** ending means the action
 happened in the past.

play + **ing** = playingplay + **ed** = playedWrite each verb with **–ing** and **–ed**.

1. flash

2. pull

3. fill

Use an **–ing** word and **–ed** word in sentences.

4.



Name _____

These words follow the CVVC pattern:

boat

keep

seat

rain

Use oa, ee, ea, or ai to complete the name for each picture.

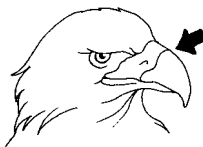
1. b _____ t



2. s _____ d



3. b _____ k



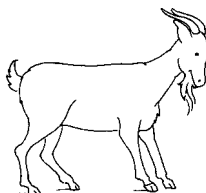
4. w _____ t



5. l _____ f



6. g _____ t



Name _____

Text Feature:
Bold Print**Bold print** points out important words.

Read the story. Then write the answer to each question below.

Ben Franklin was an **inventor**. He came up with ideas for many things that would help to make people's lives better. His **Franklin Stove** was a much safer way for people to burn wood for heat and for cooking. Even now we use a **lightning rod** to protect houses and ships from lightning. He gave his inventions away for **free**.

1. What is an inventor?

2. What did people use as a safer way to burn wood?

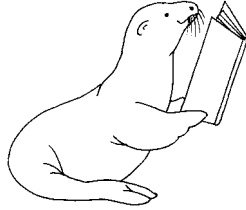
3. What does a lightning rod do?



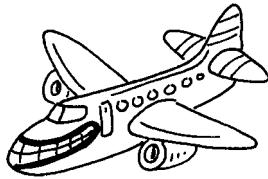
Name _____

Look at the picture. Read the two words. Then
use the words to write a silly sentence.

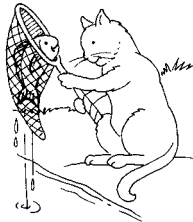
1. seal read



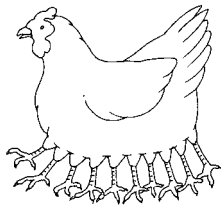
2. jet teeth



3. pet net



4. hen feet





Name _____

Long e

Sometimes the letter **y** stands for the long **e** sound. happy

Circle the word that answers the question.
Then write the word.

1. What can you ride in? _____

buggy jelly

2. What can you spend? _____

muddy penny

3. What do you call a very small boy? _____

pony baby

4. What do you call a baby dog? _____

daisy puppy

5. What can you call a rabbit? _____

bunny easy



Name _____

Write words from the box to complete the story.

told	before	falls	began
haste	glared	happen	heard

- _____
-
1. I _____ a loud crash!
- _____
-
2. Did something bad _____?
- _____
-
3. I ran with _____ to see.
- _____
-
4. I _____ at my sister and then
- _____
-
- _____ to scold her.
- _____
-
5. I _____ her not to jump on the bed.
- _____
-
6. She _____ every time.
- _____
-
7. I hugged her _____ I left.



Name _____

As you read Little Rabbit, fill in the Beginning, Middle, and End Chart.

Beginning



Middle



End

How does the Beginning, Middle, and End Chart help you better understand Little Rabbit?



Name _____

Read the story.**The Baby Bunny**

All the baby bunnies were sleeping in their nest. One baby woke up. He planned to have some fun. The bunny left the nest.

What a big place he saw! The bunny hopped and jumped. He had a good time. Then the rain fell. The baby bunny wished he was safe in his cozy nest.

Just then, he saw his mom. She was calling his name. The baby bunny hopped to his mom. They went back home. He was glad.

Read the sentences. Write B for the beginning sentences, M for the middle ones, and E for the end ones.

1. The rain came. _____

2. The bunny went home. _____

3. The bunny left the nest. _____

4. The bunny had a good time. _____



Name _____

As I read, I will pay attention to pauses, stops, and intonation in the passage.

One day Lion closed his eyes. He wanted to
 9 fall asleep. Then, Mouse came by. Lion heard
 17 Mouse and woke up.
 21 Lion stretched out his paw. He glared. Then he
 30 grabbed the little mouse.
 34 Mouse began to shake. He didn't want to fall.
 43 "Great Lion, let me go!" said Mouse.
 50 "Why should I let you go?" asked Lion.
 58 Mouse said, "I am just a little mouse. But I can
 69 be a good friend to you." 75

Comprehension Check

1. Why does Mouse shake?
2. Why does Mouse think Lion should let him go?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Context clues are words in a sentence that help you figure out the meaning of a new word.

Use the underlined context clues to figure out the meaning of the word in **bold letters**.

1. The apples are **falling** down to the ground.
2. The branches and leaves hide animals in the **forest**.
3. I **heard** the owl hoot.
4. The rabbit hopped into the bush **before** the fox saw it.

Now match the word to its meaning:

- | | |
|------------|---|
| 1. falling | a. listened with ears |
| 2. forest | b. to go from a high place to a low place |
| 3. heard | c. at an earlier time |
| 4. before | d. a place where trees and plants grow |



Name _____

For words that end with a consonant followed by **y**, change the **y** to **i** before adding **es**.

bunny bunnies

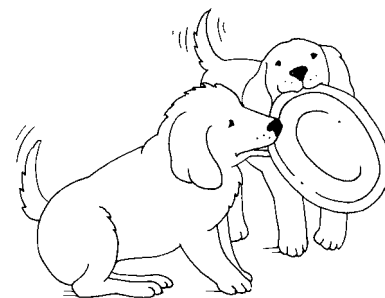
Read the word under each sentence. Change the word by adding es. Then complete each sentence.

1. The twin _____ smiled at me.

baby

2. Their _____ are full.

tummy



3. Jenny _____ math every day.

study

4. Tommy and Timmy are _____.

buddy

5. The _____ at the pet store were so cute.

puppy



Name _____

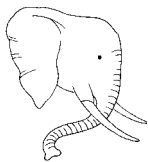
Repetition is when some words or sentences in a story or poem are used again and again.

Read the story. Then underline the sentences that show repetition.

The Pond

One day a  came to the pond.
It drank some water.
Glug! Glug! Glug! Then it went off to rest.

A  came to the pond next.
It drank some water, too.
Glug! Glug! Glug! Then it went off to rest.

Then a big  came to the pond.
It drank, and it drank.
Glug! Glug! Glug! Then it went off to rest.

The  came back to the pond.
It wanted one more drink.
But there was no water left in the pond!



Name _____

Read the words. Then circle the words with the long e sound.

day	pay	buddy
happy	tummy	pony
say	daddy	play

Write a sentence. Use a word with the long e sound.

Read the words. Then circle the words with the long a sound.

chilly	play	messy
tray	way	lucky
cozy	stay	gray

Write a sentence. Use a word with the long a sound.

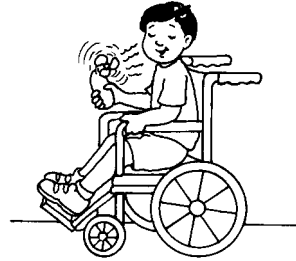


Name _____

Draw a line from the picture to the word that tells about it. Then write the word on the line.



warm
cold
extreme



1. _____

2. _____



knew
new
old

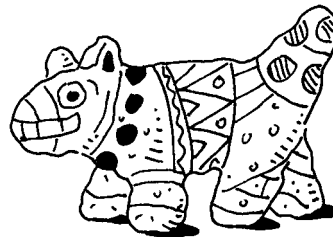


3. _____

4. _____



idea
creation
floating



5. _____

6. _____

Name _____

**Circle the word that goes in each sentence.
Then write the word on the line.**

1. Mom rode the train to _____.
house work

2. I read _____ I go to sleep.
before after

3. Use the hose _____ their house.
began by

4. Do you know _____ cute jokes?
every any

5. What _____ do you like?
find kind

6. Have you _____ any great ideas?
heard glared

Name _____

There are different ways to make the **long o** sound. The letters **o**, **oa**, and **ow** stand for the **long o** sound.



Circle the answer to each question.

1. What floats on water?

a boat

a loaf

2. What can a bike do?

so

go

3. What can you do to grass?

flow

mow

4. What can a hose do?

soak

roast

5. What do you sleep with?

show

pillow

6. What can a tube do?

float

goal

Use two long o words from above in sentences.

7. _____

8. _____



Name _____

mother

try

always

firm

father

love

supposed

Use words from the box to complete the sentences.

1. My mom is my _____.

2. My dad is my _____.

3. We _____ each other.

4. We _____ help each other.

5. Mom and Dad _____ to be nice.

6. I am _____ to be good.

7. Sometimes they are _____ with me.



Name _____

As you read Olivia, fill in the Fantasy and Reality Chart.

Reality	Fantasy
What Happens	Why It Could Not Happen In Real Life

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How does the Fantasy and Reality Chart help you better understand Olivia?



Name _____

Reality is something that could really happen.**Fantasy** is something that could not really happen.

Circle the sentences that show reality. Then underline the sentences that are fantasy.

1. A pig puts on a dress.
2. A pig paints.
3. A pig sleeps.
4. A pig goes to school.
5. A pig has a pet cat.
6. A pig sits in the mud.
7. A pig reads a book.
8. A pig has a mother.



Name _____

As I read, I will pay attention to pauses for punctuation.

Mike's class was at the art gallery.
 7 "Always stay together, class," said Mrs. West.
 14 "We don't want anyone to get lost."
 21 The children stopped in one room. There were
 29 many paintings to see.
 33 "Come look at this one, Zack," said Mike.
 41 Mike looked at the painting. There were people
 49 rowing boats on a lake. Mike saw that one boat
 59 had no one in it.
 64 "I wish I could be in that boat," Mike said.
 74 The next thing Mike knew, he was in the boat!
 84 Mike put the oars in the water and pulled.
 93 Just then Mike heard Zack say,
 99 "Come on Mike. let's go."
 104 "Wait until I tell you what happened," said Mike. 113

Comprehension Check

- Where did Mike and his class go?
- What happened to Mike at the art gallery?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Read the dictionary entries below.

middle halfway between two ends: We stood in the **middle** of the line.

mistake something thought or done incorrectly: I made one **mistake** on the spelling test.

protects to keep away from harm: The mother hen protects her eggs.

Use a word from the box to complete each sentence. You may use a word more than once.

1. Joan sat in the _____ of her two friends.

2. The mother cat _____ her babies.

3. Please draw a line down the _____ of the paper.

4. If you make a _____, try again.



Name _____

Adding the letter **y** to the end of some words makes a new word. Notice that **y** stands for the long **e** sound.

snow + **y** = snowy

Circle the correct word. Then write it on the line.

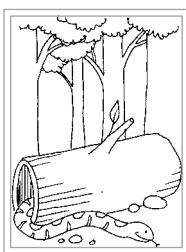
1. The washcloth is _____
_____ soapy
_____ soap
2. The campfire is _____
_____ toast
_____ toasty
3. The apple feels _____
_____ waxy
_____ wax
4. The baby is _____ today. _____ fussy
_____ fuss
5. The jigsaw puzzle is _____ trick
_____ tricky



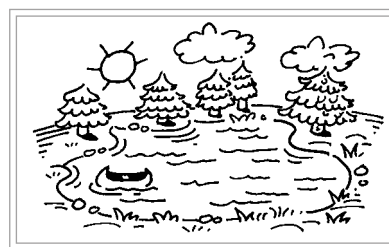
Name _____

Captions tell readers more about a photograph or picture.

Circle the caption that tells about the picture.



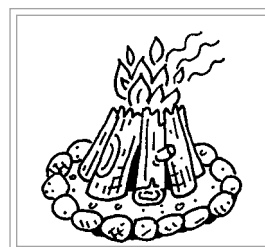
1. a snake
a baby deer



2. Big Bass Lake
the waterslide



3. my new bike
Big Buck Forest



4. the swimming pool
the campfire



5. our campsite
last day of school



6. Dad's big catch!
Sam's new dog



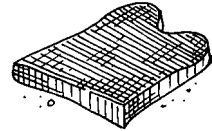
Name _____

Write the answer to each question on the line.

1. Is this a boat or a bowl? _____



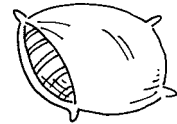
2. Is this toast or a toad? _____



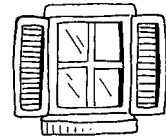
3. Is this a rod or a road? _____



4. Is this a pipe or a pillow? _____



5. Is this a window or a wing? _____



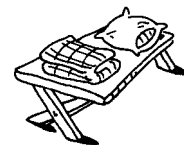
6. Is this a note or a notch? _____



7. Is this go or a goal? _____



8. Is this a cot or a coat? _____

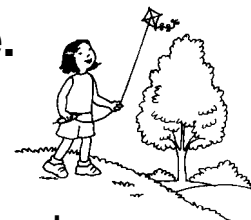


Name _____

Long *i*Say the words. Then listen to the **long i** sound.

child fly high

Write the word that completes the sentence.



1. Meg's kite will _____ over the trees.

try fly cry

2. Mike will _____ up his new truck.



win wind white



3. We eat lunch together on a _____ hill.



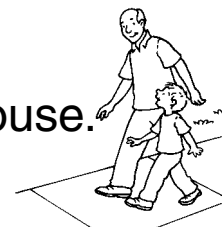
might high fly

4. Let's wave to that plane in the _____.

my sky cry

5. The _____ can walk to his house.

mild child cut

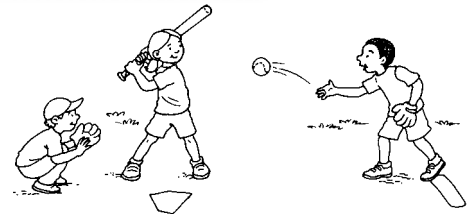


Name _____

Write the letter of the word from the box that completes each sentence.

a. head b. never c. should d. ball
e. shout f. laughter g. meadow h. Perhaps

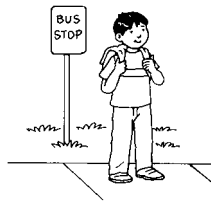
1. The boys and girls _____ for the team.



2. The big kite was flying high over Kim's _____.



3. Ben is _____ late for the school bus.



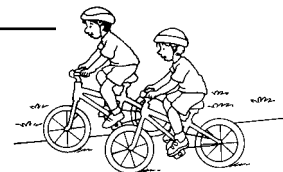
4. There was a lot of _____ at the show.



5. We _____ get a new bat and _____ at the shop.



6. _____ we can ride together in the green _____ today.



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Name _____

As you read The Kite, fill in the Problem and Solution Chart.

Somebody
↓
Wanted
↓
But
↓
So

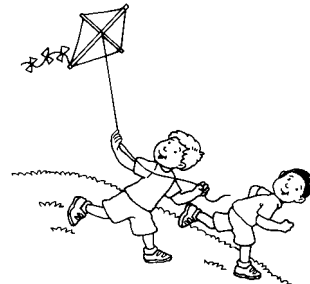
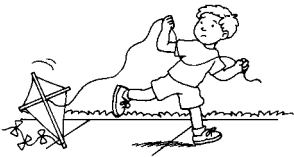
How does the Problem and Solution Chart help you better understand The Kite?



Name _____

**Read the story about Will's problem and solution.
Then answer the questions.**

Will can't fly his new kite. He runs down the street with his kite. Still the kite can't fly high. Then Will takes his kite to Mike's house. The two friends try to pull the kite. But the kite just comes down again. Perhaps there is more wind on the high hill in the meadow. That is the best idea yet. Now Will's kite can fly in the wind.



1. What problem does Will have in the story?

2. What solution does Will try first?

3. What solution does Will try next?

4. How does the kite finally fly?



Name _____

As I read, I will pay attention to the dialogue.

8 “That box is for me,” Nick shouted. “I
 17 can take it now.” Gus went on his way.
 27 Sky looked at the big, big box. “You will never
 32 lift that box,” Sky said.
 43 “So I will try to push it,” Nick said. “Perhaps I
 49 should try to pull it, too?”
 58 But the box never moved. Nick was too little
 64 and the box was so big.
 75 “I can not do this myself. I need you, Sky,” said
 83 Nick. “This needs a push and a pull.”
 91 Nick and Sky worked together. Just then flakes
 of snow fell. Nick and Sky woke up. 99

Comprehension Check

1. Why can't Nick move the box?
2. How do Nick and Sky move the box?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A verb is a word that shows action. When a verb has the ending **–ed**, the action happened in the past. The **–ing** ending means the action is happening now. You can pick out the word parts of a verb to figure out its meaning.

Underline the word in each sentence that has a word ending. Circle the base word. Then write now if it is something that is happening now. Write past if it was something that happened in the past.

1. I am playing with my best friend. _____

2. My cat climbed up the tree. _____

3. Dad milked a cow. _____

4. I am packing for my trip. _____

5. We watched a good game. _____



Name _____

Inflectional Endings:

-er, -est

To add **-er** or **-est** to words that end in **e**, drop the **e** and then add **-er** or **-est**.

cute + **er** = **cuter** That pup is **cuter** than this one.

cute + **est** = **cutest** The cat is the **cutest** of all.

Add -er or -est to each word. Then write the new word in the sentence.



1. His pet is _____ than the wild cat.
tame

2. The tree in the meadow is the _____.
large

3. My dad is the _____ of all.
brave



4. The _____ bus should stop here.
late



5. Now my dog is _____ than your dog.
clean



Name _____

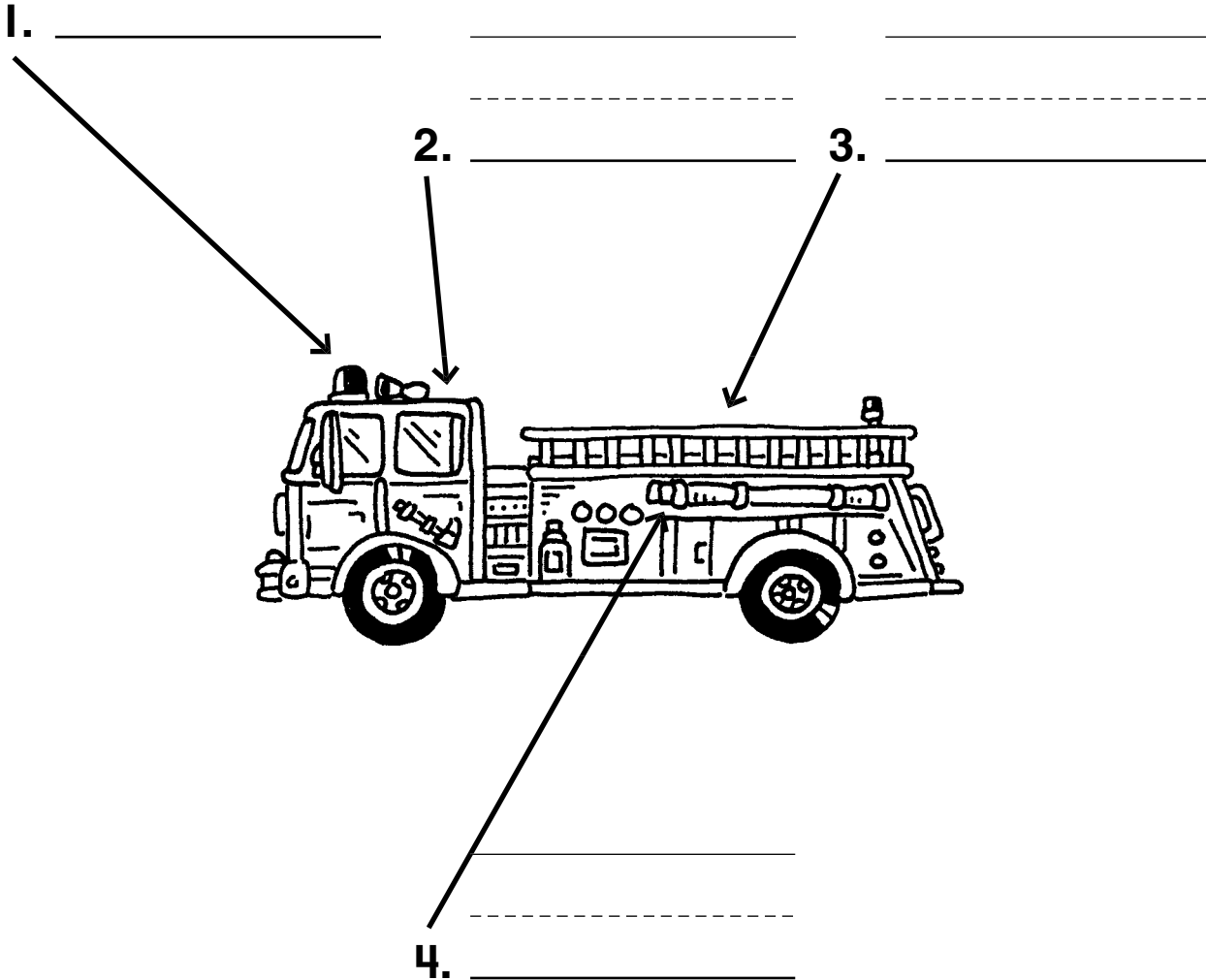
Look at the diagram of a fire truck. Use the words from the box to complete the diagram. Write the words of the correct labels.

ladder

light

hose

cab



Name _____

Say the words. Listen to the sounds.

long i**tight cry mild****short i****sit****Circle the word that completes each sentence.**

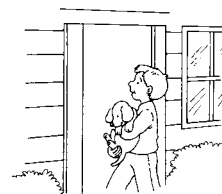
1. The _____ wanted to play in the ball game.

chin child chill



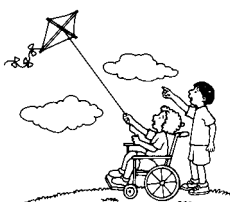
2. Sam went home with his new pup _____ away.

right ride rid



3. Perhaps we can _____ the kite in the meadow.

fit flight fly



4. Max _____ a very ripe grape.

bit bite by



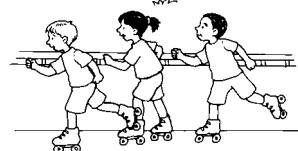
5. The _____ cat likes to hide in the bush.

win wild wind



6. The boys and girls can skate in the _____ after school.

right rid rink



Name _____

r-Controlled Vowel: *ar*

Together the letters **a** and **r** stand for the sound you hear in **car**. Listen for the **ar** sound in the word.

car

Read the sentence. Then write the word that completes the sentence.

1. We can play in the back _____.

yard

yarn

2. The _____ is far away.

smart

star

3. The _____ has many teeth.

start

shark

4. Wheat grows on a _____.

farm

barn

5. A _____ is a fish.

cart

carp

6. Nana gave me a blue _____.

scar

scarf



Name _____

question
machinebetter
orchildren
round

discovery

Use a word from the box to complete each sentence.

Some _____ worked together to

make a _____ that could help.

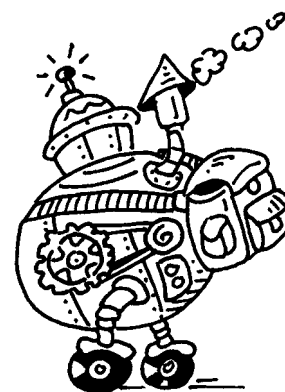
It was big and _____. It was a

_____ way to take things to school.

It could hold your backpack _____ your

lunch. The machine could also answer any

What a great _____!



Name _____

As you read Kids' Inventions, fill in the Cause and Effect Chart.

Cause	Effect

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How does the Cause and Effect Chart help you better understand Kids' Inventions?



Name _____

The **cause** is why something happens.The **effect** is what happens.

cause



effect

**Match the cause to the effect.**

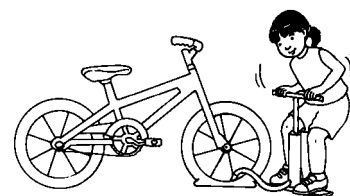
1. The dog had a bath.



2. The girl fell.



3. Bob stepped on the box.



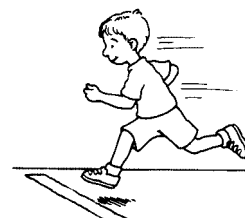
4. The tire is flat.



5. Ben ran faster than the others.



6. It is raining.



Name _____

Words with the same or almost the same meaning are **synonyms**. You can use a **dictionary** or a **thesaurus** to find synonyms. A **thesaurus** is a book that lists synonyms.

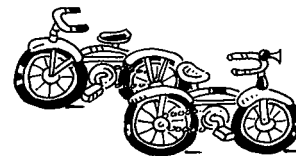
build to make something: Tim will **build** a house.

Synonyms: construct, make, create, form, and put together: Tim will **construct** a house.

Circle the two synonyms in each row that could complete the sentence.

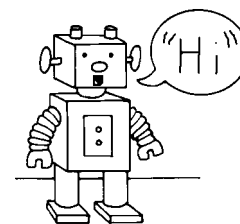
1. That inventor has a clever _____.

broken invention creation



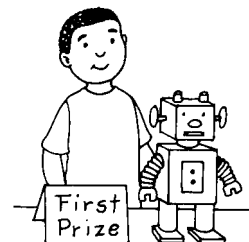
2. The robot can _____.

speak paper talk



3. The robot won a _____ in the contest.

prize box award



Name _____

As I read, I will pay attention to questions in the passage.

Who Were the Wright Brothers?

5 Orville and Wilbur Wright were inventors.
 11 Their dream was to build a flying machine.
 19 As children, they liked to find out how things
 28 worked. As grownups, they worked in a bike
 36 shop.
 37 In 1900, the Wright brothers built a glider with
 45 two wings. Each wing was covered with cloth.
 53 They flew their glider like a kite.
 60 After testing the glider, one brother got on the
 69 glider. Then he would glide in the air.
 77 The Wright brothers made and tested many
 84 gliders. With each new discovery they made a
 92 better glider. 94

Comprehension Check

1. Describe the glider the Wright brothers built.

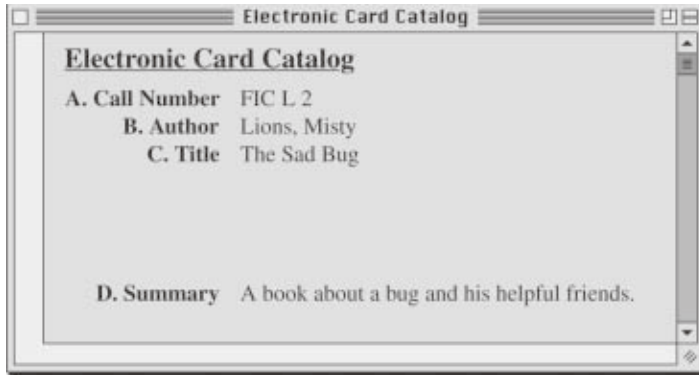
2. How did the brothers fly their glider?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **card catalog** helps you find books in a library.



A: These numbers show where you can find the book in the library.

B: author's name

C: the title of the book

D: what the book is about

Look at the computer screen. Then answer the questions.

1. What is the title? _____

2. What is the book about?

3. Who is the author? _____

4. Where can you find this book in the library? _____



Name _____

An **abbreviation** is a short form of writing a longer word.

Look at these abbreviations.

Mister → Mr. Saturday → Sat. Doctor → Dr.

Write the abbreviations for each word.

1. Doctor _____

2. Saturday _____

3. Mister _____



Read each sentence. Then circle the word that matches each abbreviation.

4. I will make a cake on Sat.

September Saturday Sunday

5. Dr. Shin helps me when I'm sick.

Doctor Saturday Mister

6. We sent mail to Mr. Lee.

Doctor Saturday Mister



Name _____

Circle the answer to each question.

1. Does a shark have a tail? yes no
2. Does a car go on a rail? yes no
3. Can a star rain? yes no
4. Does a man have an arm? yes no
5. Can a farm have a gate? yes no
6. Can a scarf bark? yes no
7. Is a rake sharp? yes no
8. Does a park have a tail? yes no

Then circle the words with the *ar* sound as in far.
Write the words below.

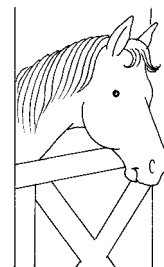


Name _____

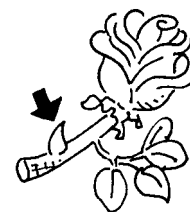
r-Controlled Vowel: *or*The letters **or** stand for the middle sound in **horse**.

Circle the word that completes the sentence.
Then write the word on the line.

1. The _____ is in the barn.
 porch horse fort



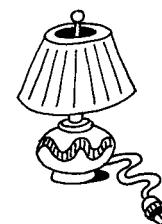
2. The _____ is sharp.
 storm stork thorn



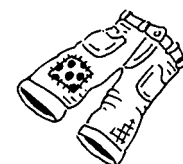
3. We play _____ at the park.
 sports shorts sort



4. The lamp has a new _____.
 cord fork corn



5. We can patch the _____ pants.
 north torn for



Name _____

Use a word from the box to complete each sentence.

early	along	suddenly	errand
nothing	thought	instead	

1. We woke up _____ this morning.

2. We did an _____ for Mom.

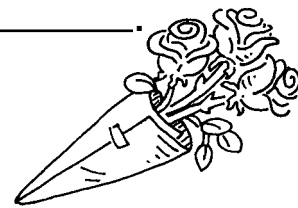
3. There was _____ in the rice jar.

4. Mr. Ford _____ he had some.

5. We gave him three roses _____.

6. _____, it started to rain.

7. Mr. Ford told us to run _____.



Name _____

As you read Whistle for Willie, fill in the Inference Chart.

Text Clues	What You Know	Inferences

© Macmillan/McGraw-Hill

How does the Inference Chart help you better understand Whistle for Willie?



At Home: Have your child use the chart to retell the story.

Name _____

Look at the picture. Then underline the sentence that is true.

1.



Mark likes to play ball.
Mark wins the race.
Mark likes to ride his bike.

2.



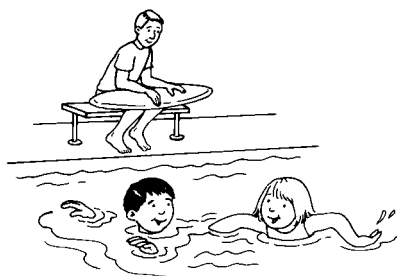
I can play catch.
I can see far away.
I can sing and dance.

3.



I can play a game.
I can help Dad.
I can read a good book.

4.



The water is fun.
The water is not deep.
The water is too cold.

5.



I don't like to help.
I can help Mom make pancakes.
I don't know how to make pancakes.



Name _____

As I read, I will pay attention to the punctuation.

9 Early one day, Jill tried to tie her shoelaces.
 9 But she could not tie them.
 15 "You will be able to do it one day soon,"
 25 said Jill's mother. "Put on your shoes with the
 34 straps instead." Then she left to do an errand.
 43 Along came Jill's sister, Molly. "Pretend the
 50 laces are snakes. Tie the snakes together, like
 58 this," said Molly.
 61 Jill kept getting her snakes tied in knots.
 69 "Put on your sandals," said Molly. "They do
 77 not have laces."
 80 Jill sat down and tried again. 86

Comprehension Check

1. What is Jill trying to do?
2. What animals does Molly tell Jill to pretend her shoelaces are?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **base word** is the word that is left when you remove the **-ed** or **-ing** ending. You can use the base word to figure out the meaning of a word.

The teacher is **forming** the clay.

The base word is **form**.

form to give shape to something

Write the base word.

1. moved moving

2. listening listened

3. crashed crashing

4. whistled whistling

5. baked baking



Name _____

If a verb ends in a **consonant + y**, change the **y** to **i** before adding **ed**. **cry + ed = cried**

Write the word that completes each sentence.

1. The baby _____.

cried cried



2. Han _____ his hands.

dried dried



3. Mom _____ the top open.

pried pried



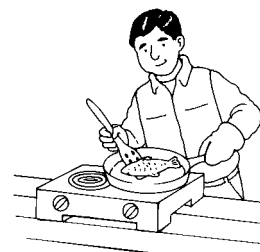
4. Kelly _____ the big bike.

tried tried



5. Dad _____ the fish.

fryed fried

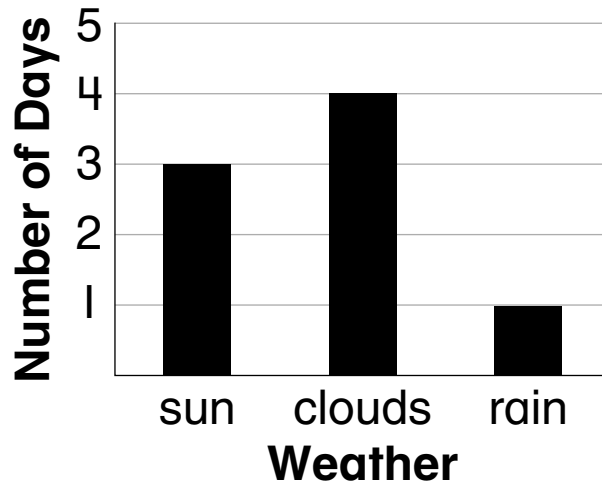


Name _____

Text Feature: Graph

A **graph** can show how many of something.

Read the bar graph. Then answer the questions.



1. How many days were sunny? _____

2. How many days were cloudy? _____

3. How many days were rainy? _____

4. How many more days had sun than had rain? _____



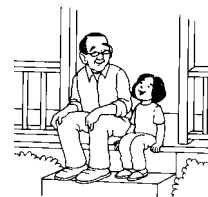
Name _____

The letters **or** stand for the middle sound in **born**.The letters **ar** stand for the middle sound in **barn**.

Circle the word that completes each sentence.
Then write the word on the line.

1. Grandpa and I are on the _____.

porch part parch



2. It is _____.

dorm fork dark



3. We see many _____.

stores stars cars



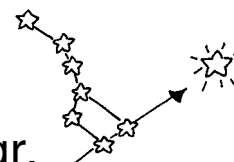
4. They are bright but _____.

for farm far



5. Grandpa shows me the _____ star.

barn north short



Name _____

The letters **er**, **ir**, and **ur** stand for the same sound.

clerk bird turn

Circle the word that names the picture. Then
write the word on the line.

1.



girl

gull

2.



cot

curl

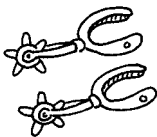
3.



fun

fern

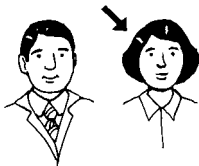
4.



spur

spot

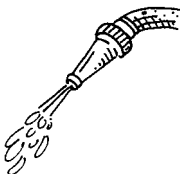
5.



hid

her

6.



squirt

squint



Name _____

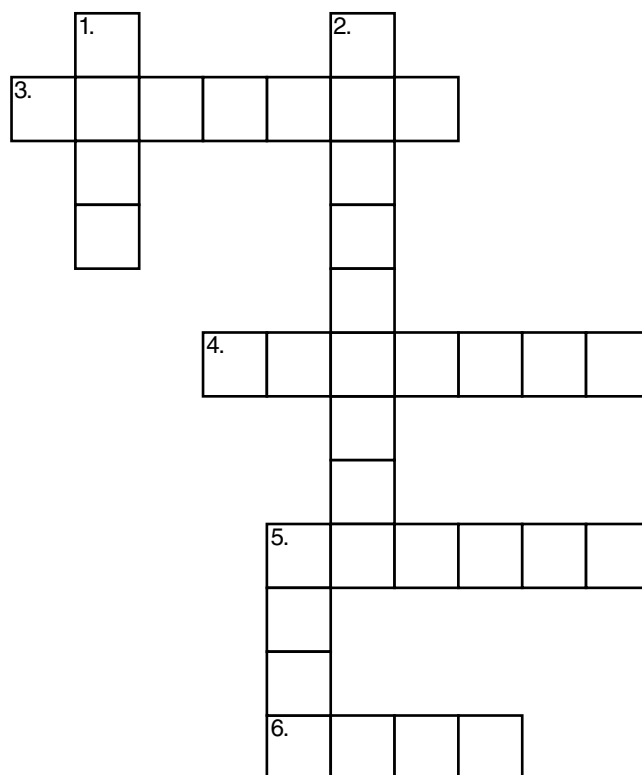
Read the clues. Use words from the box to fill in the puzzle.

animals
part

beautiful
places

crowded
tiny

from



Across

3. too many
4. pig, hen, seal
5. You can visit these.
6. not big

Down

1. to Jake, _____ Dad
2. The roses look _____.
5. not all



Name _____

As you read A Fruit is a Suitcase for Seeds, fill in the Classify and Categorize Chart

Classify and Categorize	
One Seed	Many Seeds

© Macmillan/McGraw-Hill

How does the Classify and Categorize Chart help you better understand A Fruit is a Suitcase for Seeds?



Name _____

Cross out the word that does not belong in each group.

1. seed house leaf plant

2. wind rain sun cat

3. tree rock grass rose

4. sleep jump run walk

5. speak sing yell fly

6. school house road shop

7. dog bike cat bird

8. bad nice fine good

Think of two more groups of three words that belong together. Write them on the line.

9. _____

_____10. _____

_____

Name _____

As I read, I will pay attention to patterns in the story.

Strawberries are easy plants to grow.

- 6 1. First find a place that gets at least six hours
16 of sun.
18 2. Next dig holes for the little plants. Put the
27 holes 12 inches apart. They should not be
34 crowded together.
36 3. Put the plants in the holes. Press the soil
45 around each plant. Make sure the soil covers
53 the tops of the roots.
58 4. Next water the plants.
62 5. Pick the strawberries when they are ripe.
69 Animals like strawberries. As your plants grow,
76 you will need to watch for animals. Birds, turtles,
85 and bugs eat strawberry plants. 90

Comprehension Check

1. Is it easy or hard to grow strawberries?
2. What do strawberries need to grow?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



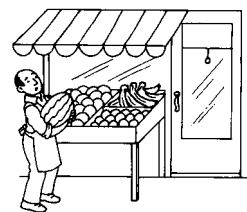
Name _____

Context clues are words that help you figure out the meaning of a new word. Context clues may be found in the same sentence or in nearby sentences.

Use context clues to figure out the meaning of the underlined word. Fill in the correct circle.

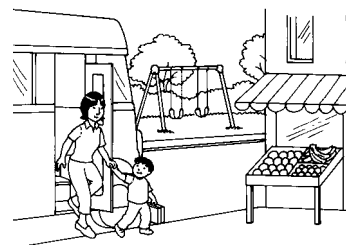
1. The man displays the fruit. He wants to set the melon on the shelf.

- ☐ throws away
- ☐ shows or sets out



2. Jordan likes to go places. He enjoys taking the bus to the fruit stand.

- ☐ likes
- ☐ twists



3. Jordan's mom likes to relax at the park. She likes to sit and read.

- ☐ finish quickly
- ☐ rest



Name _____

A **prefix** is a word part you can add to the beginning of a base word to change the meaning of the word.

The prefix **re-** means **again**: **re** + pack = **repack**.

The prefix **un-** means **not** or **the opposite**:
un + pack = **unpack**.

Write the meaning of each of the following words:

1. reuse _____

2. refill _____

3. unhappy _____

4. unsafe _____

5. remake _____

6. untrue _____



Name _____

Some poems have a **rhyming pattern**.

In some poems, the second line of a verse rhymes with the fourth line.

A. Circle the two rhyming words in each poem.

The sun is out.
What a fine day!
Will you come out with me
And play?

You want to play ball,
But what I'd like
Is to ride round and round
On my brand new bike.

I saw a seed
Fall to the ground.
It never made
A sound.

I look up at
The sky at night,
And watch the stars
That shine so bright.

B. Think of more rhyming pairs. Write the pairs below.

_____	_____
_____	_____
1. _____	_____
_____	_____
_____	_____
2. _____	_____



Name _____

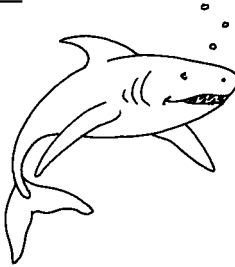
Write the letters ar, or, er, ur, or ir to finish each picture name. Then color the pictures that have the same vowel sound as in girl.

1.



b _____ n

2.



s h _____ k

3.



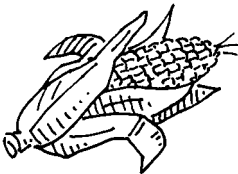
s k _____ t

4.



f _____ n

5.



c _____ n

6.



s c _____ f



Name _____

Write the word from the box that has the same meaning.

1. boys and girls _____

2. very little _____

3. dad _____

4. yell _____

5. just then _____

6. too many people _____

7. not all _____

8. sheep, dog, pig _____

father

children

tiny

suddenly

shout

part

animals

crowded

Name _____

Use a word from the box to complete each sentence.

errand better try early laughter never

1. Today Mark feels _____.

2. We should _____ to plant corn.

3. After the joke, Dora heard _____.

4. You should _____ shout in the car.

5. Go to the store to do an _____.

6. I get up _____ in the morning.

Write a sentence for the word round.

Name _____

Use words from the box to complete the sentences.

cow

mouse

crown

clown

out

round

shout

1. The king had a gold _____ on his head.

2. The ball was red and _____.

3. We can't go _____ to play if it is raining.

4. The brown _____ lives on a farm.

5. "Don't _____ at me," yelled Ben.

6. The cat ran after the little _____.

7. The funny _____
had a red nose and big feet.

Name _____

**Circle the word that completes each sentence.
Then write the word on the line.**

1. Where has the cat _____?

done gone

2. The girls have _____ best friends
for years.

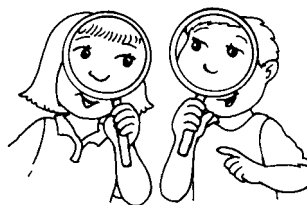
been are

3. Let's keep _____ for the missing dog.

sending searching

4. We must look for _____.

close clues



5. I can't see it. It must be _____.

invisible instead

6. "The keys are in my _____ purse,"
said Mom.

over other



Name _____

As you read Dot and Jabber and the Big Bug Mystery, fill in the Illustrations Chart.

Use Illustrations	
Illustration	What It Shows

© Macmillan/McGraw-Hill

How does the Illustrations Chart help you better understand Dot and Jabber and the Big Bug Mystery?



At Home: Have your child use the chart to retell the story.

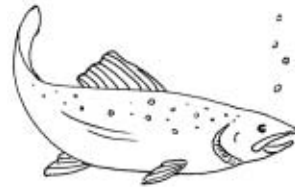
Name _____

Read each description. Then follow the directions.

1. Birds have beaks. Birds gather food with their beaks. Beaks can be different colors. Draw a beak on the bird.



2. Fish have fins. Fins help a fish swim. This fish has a blue tail fin. Draw the tail fin on the fish.



3. Cats have four legs, a tail, and soft fur. They also have whiskers. Cats use their whiskers to sense things. Draw the whiskers on the cat.



4. Spiders spin webs. They trap food in their webs. Spiders have 2 body parts and 8 legs. Draw the legs on the spider.



5. Ants dig tunnels underground. They have 6 legs and 3 body parts. They also have 2 antennae, or feelers, on their heads. Draw the antennae on the ant.



Name _____

As I read, I will pay attention to the exclamation points.

“Look at all the butterflies!” I said to Amy.
 9 “I hope I find a Painted Lady!”
 16 “Is that one?” Amy asked.
 21 “No,” I said. “A Painted Lady is orange.”
 29 A butterfly landed on Amy.
 34 “Look, Sara!” Amy said. “Is it a Painted Lady?”
 43 “No,” I said. “A Painted Lady doesn’t have
 51 black bands.”
 53 “I have never been here before,” I said to a
 63 helper. “Do you have a Painted Lady?”
 70 “Yes,” she said. “Search! You will find one.”
 78 “There it is!” said Amy.
 83 “No, it’s not,” I said. “A Painted Lady has
 92 black and white spots.” 96

Comprehension Check

1. What kind of butterfly are Amy and her friend hoping to find?
2. Does the butterfly have bands or spots?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

pretends plays or makes-believe: Danny **pretends** he is an astronaut.

vanished disappeared: The sun **vanished** when the clouds came out.

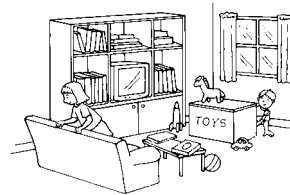
observes sees or notices: A scientist **observes** things under a microscope.

inspecting looking at carefully: Mom is **inspecting** the house for dust.

Use a word from above to complete each sentence.

1. Kate thinks Matt _____ from the room!

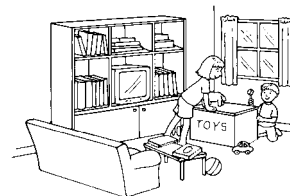
2. She is _____ the room for clues.



3. He hides behind the toy box and _____ to be invisible.

4. Kate _____ many clues.

She solves the mystery of the missing brother!



Name _____

A **syllable** is a part of a word.

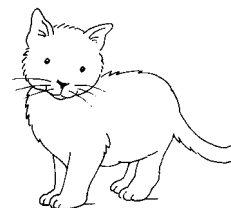
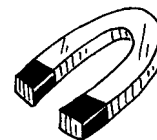
Put the two syllables together. Write the word on the line. Then match the word to the picture it names.

1. kit ten _____

2. mag net _____

3. bas ket _____

4. ham mer _____



Divide each word into two syllables. Then write each syllable.

rabbit

pencil



Name _____

A **head** tells what information is in a section of an article or story.

Read the article about spiders.

Spiders



A spider is a small animal. A spider can be black, red, brown, or even yellow.

The Body of a Spider

A spider has 2 body parts. It also has 8 legs. An insect has only 6 legs.

The Home of a Spider

A spider lives in a web. It spins a sticky web. When a bug flies into the web, it gets stuck. Then the spider eats it.

Answer the questions about the article.

1. Circle the two heads that tell what information is in the sections.
2. Write one fact from each section.



Name _____

Circle the word that names each picture. Then write the word.

1.



burn bird

2.



mouse most

3.



hose house

4.



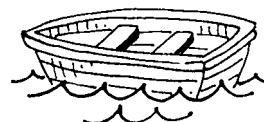
town toad

5.



stir star

6.



bone boat

7.



owl own

8.



crowd crown



Name _____

Use words from the box to name the pictures.

book

cook

look

foot

woof

wool

hook

hood

1.



2.



3.



4.



5.



6.



7.



8.



Name _____

Use a word from the box to complete each sentence. Then look in the sentences for other words from the box. Circle them.

birds

Earth

table

bear

fooling

guess

helmet

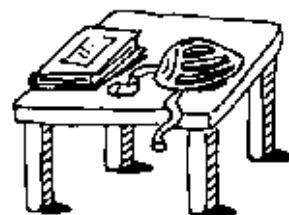
space

1. They can see Earth from outer

 _____.

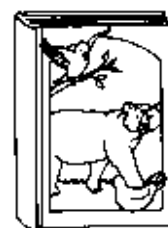


2. Her book and bike _____
 are on the table.



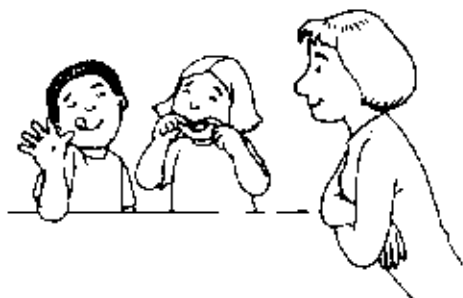
3. He read a story about tiny birds and

 a huge _____.



4. I guess they just like

 _____ around.



Name _____

As you read Blue Jay Finds a Way, fill in the Predictions Chart.

What I Predict	What Happens

© Macmillan/McGraw-Hill

How does the Predictions Chart help you better understand Blue Jay Finds a Way?



Name _____

In a **prediction** you tell what you think will happen next.

Read each story. Then complete the sentence to tell what could happen next.

1. The ship takes off. It is flying to the moon.
It will



2. The car is not clean. Mom drives to the car wash. The car will



3. It is a windy day. We have kites.
We will



4. Dad brings home a bag full of food.
He cooks the food. We will





Name _____

As I read, I will pay attention to pauses for sentence punctuation.

Bird and Bear sat at the lake.

7 It was night, and they were looking at the
16 moon.

17 “The moon looks flat,” said Bird.

23 “But I know it is round like a ball.”

32 “I would love to fly to the moon,” said Bear.

42 “You’re fooling. You can’t fly!” said Bird.

49 “I could make a spaceship,” said Bear.

56 “Then I could fly.”

60 “Ha!” said Bird. “That would take too long.

68 I could fly to the moon and be back before
78 you are done.”

81 “You can’t fly to the moon,” said Bear.

89 “It’s too far away in space.” 95

Comprehension Check

1. How will Bear fly to the moon?
2. How will Bird fly to the moon?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Context clues are words that help you figure out the meaning of a new word. Context clues may be found in the same sentence or in nearby sentences.

Fill in the circle next to the correct meaning of the bold word. Use the underlined context clues to figure out the meaning of each word.

1. The girls are giggling and **fooling** around on the stage.

☐ acting silly ☐ cleaning

2. They are in a show about stars and planets in **space**.

☐ the beach ☐ a place where astronauts travel

3. The big **helmet** hides most of Seta's face.

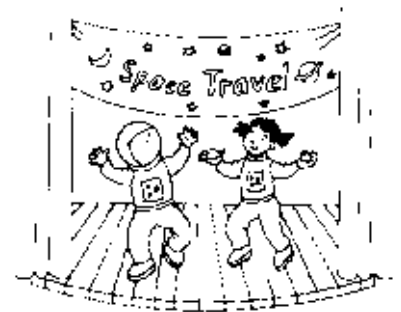
☐ boots ☐ something that protects a person's head

4. Maria fell down. Her moon rocks **tumbled** off the stage.

☐ dropped ☐ dug

5. "These space boots make it hard to feel the **earth** under my feet," said Seta.

☐ cold water ☐ ground; also the planet where we live



Name _____

Read the underlined words. Then write a word with -ful or -less that means the same.

1. They laughed and danced and sang. _____
They were full of joy. _____

2. The boy didn't think he would win. _____
He was without hope. _____

3. She took a lot of care when she _____
packed the dishes. _____

4. The lonely man did not know anyone. _____
He was without a friend. _____

Pick a word with -ful and a word with -less. Then write a sentence for each word.

5. _____

6. _____



Name _____

The **question and answer format** uses the words **question** and **answer** to show who is speaking.



Question: How does it feel? **Answer:** It feels like flying!

Who is speaking?

Draw a line from the sentence to show who is speaking.



1.



Question: Is it raining out?

Answer: Yes, it is.



2.



Question: What did you find? **Answer:** I found a chest!



Name _____

Use two words from the box to complete each sentence.

found	book	couch	frown	shook	wood
clown	crown	hook	round	good	hood

1. The _____ has a _____.



2. The _____ table is _____.



3. The coat with a _____ hangs on a _____.



4. The _____ is on the _____.



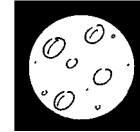
5. I _____ my _____ dog.



Name _____

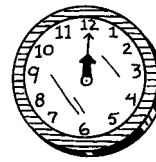
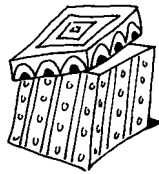
Variant Vowel: oo

The letters **oo** can stand for the middle sound in **moon**.



Read the word and circle the picture for it.

1. noon



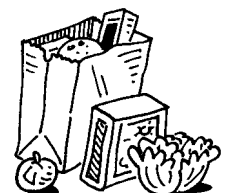
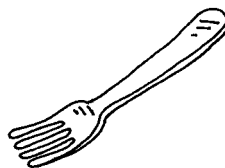
2. zoo



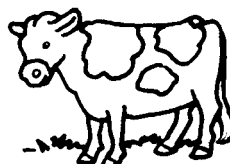
3. school



4. spoon



5. groom



Name _____

Use the words in the box to complete each sentence.

only laugh goes ever ordinary interesting

1. People like to _____.



2. It eats _____ the leaf.



3. She _____ in.



4. This bird is _____.



5. This bird is more _____.



6. Do you _____ work outside?



Name _____

Comprehension:
Classify and Categorize

As you read Cool Jobs, fill in the Classify and Categorize Chart.

Classify and Categorize	
Jobs to Make Things	Jobs That Help

How does the Classify and Categorize Chart help you better understand Cool Jobs?



Name _____

Sort the words into two groups.

cow

girls

children

bear

men

boys

frog

mother

snake

bird

People**Animals**



Name _____

Words with opposite meanings are **antonyms**.
You can use a thesaurus to find an antonym.

Antonyms are listed after the synonyms.

loud noisy, roaring Antonym: **quiet**

small little, tiny Antonym: **big**

Write a sentence for each set of antonyms.

1. break

fix

2. sweet

sour



3. many

few

4. dirty

clean



Name _____

As I read, I will pay attention to pauses for sentence punctuation.

Some pilots fly sightseeing planes.
 5 Sightseeing planes fly low to the ground.
 12 That way the people on the plane can see all
 22 the sights.
 24 Some pilots fly helicopters. A helicopter is
 31 different from an ordinary plane. Helicopter
 37 pilots can fly forward and fly backward.
 44 They also can turn the helicopter in a circle
 53 and stay still in the air.
 59 There are places where only helicopters
 65 can fly. They are places where ordinary
 72 planes cannot go. 75

Comprehension Check

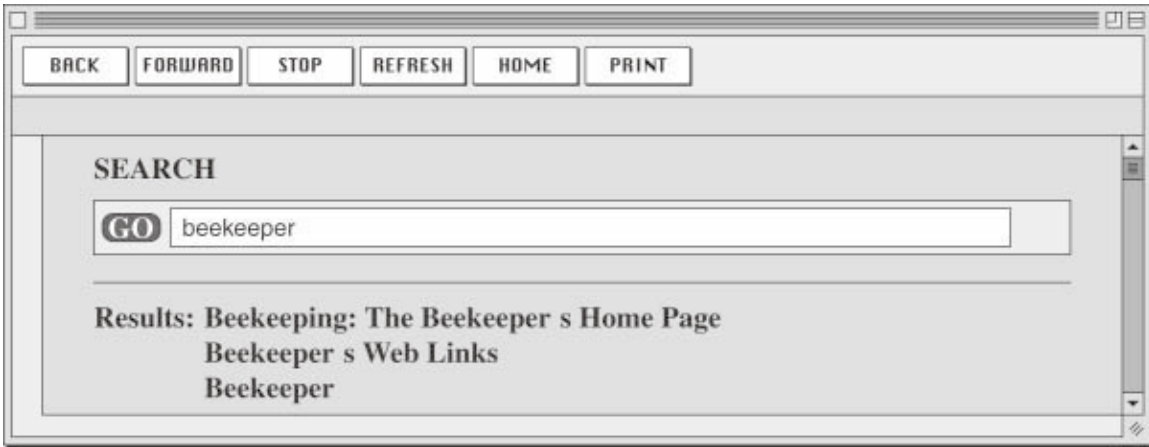
1. Why do sightseeing planes fly low to the ground?
2. In what directions do helicopter pilots have to fly?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

You can use the Internet to find out about a topic.
Put important or key words in the search box.
Then hit **GO** and a list of links will pop up.



Write the key words you would type in the search box to look up the following:

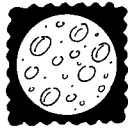
1. You want to know more about the moon.
2. You want to find out about places to see in New York.
3. You want to know more about the animal you like best.
4. You want to find out about a job you would like.

[illegible]

Name _____

Change or add one letter to each word to make a new word. Use the pictures to help.

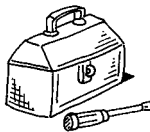
moo



soon



too



roof



Name _____

Complete each sentence with a word from the box.
Then underline any words that have ou, ow, or oo.

foot round stoop cow brook root

1. An animal that says “moo” is a _____.

2. When you bend down, you _____.

3. A boot goes on your _____.

4. A scoop of ice cream is _____.

5. The underground part of a plant is a _____.

6. A small stream is a _____.



Name _____

Read the words. What vowel sound do you hear? The letters **au** and **aw** stand for the vowel sound in **Paul** and **paw**.



Circle the word that answers each riddle.

1. I am a large bird.

What am I? hawk haul



2. I grabbed with my claw.

What did I do? call caught



3. This is the start of the day.

What is it? dorm dawn



4. I like to do this in art class.

What is it? draw drink



5. A bird cant use this to make a nest.

What is it? stand straw



Name _____

Choose a word from the box to finish each sentence. Then write the word on the line.

wild learn enough across air cub eyes

1. The tiger _____ has a sister.

2. Soon the cubs will be old _____ to hunt

in the _____.



3. They will _____ from their mother.

4. They like the night _____.

5. Their _____ see well at night.

6. The cubs play, too. They swim _____ the stream.



Name _____

Comprehension:
Compare and Contrast

As you read **A Tiger Cub Grows Up**, fill in the Compare and Contrast Chart.

Compare and Contrast	
Cub	Grown-up

© Macmillan/McGraw-Hill

How does the Compare and Contrast Chart help you better understand **A Tiger Cub Grows Up**?



Name _____

When you **compare**, you tell how two or more things are alike. When you **contrast**, you tell how things differ.

If something tells about “The Tiger,” write it in that list.
If something tells about “A Tiger Cub Grows Up,” write it under that list. It is okay to write something under both.

lives in an animal park

speeds in the forest

has stripes

lives in the wild

poem

real story

drinks milk

“The Tiger” by Douglas Florian



1. _____

2. _____

3. _____

4. _____

“A Tiger Cub Grows Up” by Joan Hewitt



5. _____

6. _____

7. _____

8. _____



Name _____

As I read, I will pay attention to pausing for sentence punctuation.

Some baby animals are called kids or cubs.
 8 A baby horse is called a foal. Its mother is
 18 called a mare. Less than an hour after it is
 28 born, a foal will stand to drink milk. Foals
 37 start to eat grass a few weeks after they are
 47 born. Horses have very large eyes. They are
 55 set on the sides of their heads. Horses have
 64 short pointed ears. They can hear very well.
 72 Horses also have a good sense of smell.
 80 Horses have strong legs. They can kick their
 88 legs in the air. 92

Comprehension Check

1. What is a baby horse called?
2. When does a foal stand up?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

An **inflected verb** is a verb with an ending. When you remove the **-ing** or **-ed** ending you are left with the base word.

inflected verb

splashing

splashed

base word

splash

splash

Write the ending. Then write the base word. The first one is done for you.

- | | | |
|-------------|-----------|-------------|
| 1. opened | <u>ed</u> | <u>open</u> |
| | _____ | _____ |
| | ----- | ----- |
| 2. chewing | _____ | _____ |
| | _____ | _____ |
| | ----- | ----- |
| 3. pointed | _____ | _____ |
| | _____ | _____ |
| | ----- | ----- |
| 4. crawling | _____ | _____ |
| | _____ | _____ |
| | ----- | ----- |
| 5. roaring | _____ | _____ |
| | _____ | _____ |
| | ----- | ----- |
| 6. talked | _____ | _____ |



Name _____

The letters **au** and **aw** stand for the vowel sound in **Paul** and **saw**.



Use the words in the box to complete the sentences.

saw

jaw

caught

lawn

taught

1. Paul and Tawny play on the _____.



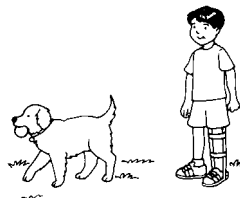
2. Tawny _____ the ball.



3. Paul _____ Tawny to get the ball.



4. Tawny _____ the ball.



5. She grabs it in her _____.



Name _____

Poets often use words in funny and interesting ways. The sounds of words can help express their meaning.

**Read the poem. Find the fun words in each verse.
Then write the words on the lines.**

BOW-WOW

Bow-wow says the dog,
Mew, mew says the cat,
Grunt, grunt goes the hog,
And squeak goes the rat.

Whoo-oo says the owl,
Caw, caw says the crow,
Quack, quack says the duck,
And what cuckoos say, you know.

A fine song I have made,
To please you, my dear;
And if it's well-sung,
'Twill be charming to hear.



Name _____

The letters **au** and **aw** stand for the vowel sound in **haul** and **paw**.

The letters **oo** can stand for the vowel sound in **look**.

The letters **oo** can stand for the vowel sound in **food**.

Circle the word that names the picture. Then write the word.

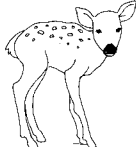
1.  **crawl**
cook

2.  **spoon**
spool

3.  **paw**
yawn

4.  **bone**
broom

5.  **book**
bag

6.  **fawn**
food



Name _____

Diphthongs: *oi, oy*

Read the words. The letters **oy** and **oi** stand for the vowel sounds in **boy** and **boil**.

boy boil

Read each sentence. Then complete the word by adding oi or oy.

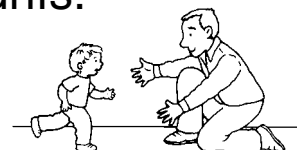
1. The little child cried with j_____ at the sight of the playful pups.



2. We will need more s_____l for the new plants.



3. The little b_____ laughed and ran toward his father.



4. Jen's new t_____ toppled off the table and broke.



5. Mom has to put _____l in her car.



6. The water for our tea will b_____l soon.



Name _____

Write words from the box to complete the story.

grew

leave

toward

welcoming

circle

toppled

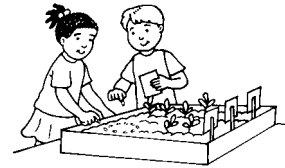
wreck

1. The children _____ plants
for their class.

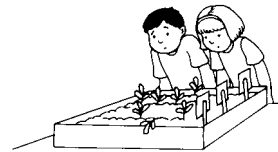


2. Mike and Jen put some seeds in a

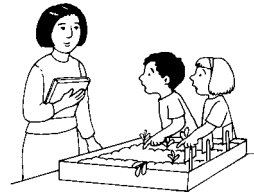
_____.



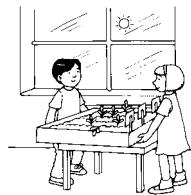
3. One tall plant _____ over.



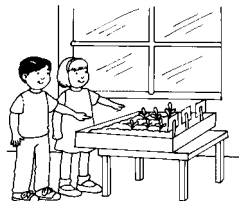
4. Will the plant _____
their beautiful garden?



5. Let's turn all the plants _____
the sun now.



6. We will _____ the
plants in the bright sunshine all week.



Name _____

As you read Sand Castle, fill in the Cause and Effect Chart.

Cause	Effect

© Macmillan/McGraw-Hill

How does the Cause and Effect Chart help you better understand Sand Castle?



At Home: Have your child use the chart to retell the story.

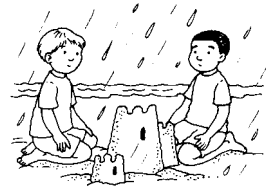
Name _____

The **cause** tells why something happened. The **effect** tells what happened.

Look at the picture. Read the sentences. Underline the effect. Then circle the cause.

1. It is raining.

The rain will wash away the sand castle.



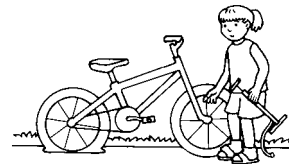
2. The sun will melt the snowman.

The sun is shining brightly.



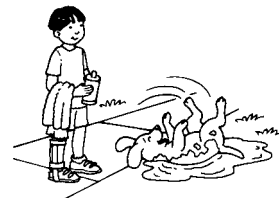
3. The girl will fix the tire.

The bike tire is flat.



4. The dog rolled around in a muddy puddle.

The boy will wash his dog.



Name _____

As I read, I will pay attention to patterns in the story.

8 Meena looked out at the birds that had
 12 come to her backyard.
 20 “Look at how great they are,” Meena said.
 29 “I want them to stay and not fly away.”
 36 “Well, we can make a birdhouse,” Mama
 44 said. “It would be welcoming and then the
 48 birds might not leave.”
 55 “That’s a great idea,” said Meena. “Let’s
 59 make it this afternoon.”
 66 Meena called her friends Wendy and Mark
 74 to help. Soon Wendy and Mark came over.
 81 Wendy took out paper and paints. Mark
 90 took out wood and glue. And Meena put out
 foil stickers. 92

Comprehension Check

1. Why does Meena want to build a birdhouse?
2. Do you think Meena, Wendy, and Mark are good friends?

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Use the underlined context clues to figure out the meaning of the word in **bold** letters. Then match the word to its meaning. Write the correct letter on the line.

- a. moved round and round b. came back
c. tapped gently d. to keep safe
e. a bridge that can be raised and lowered



1. The royal family **returned** home from a trip to the countryside.

2. The king, queen, and prince crossed over the **drawbridge** toward the castle.

3. The happy queen kissed the prince and **patted** him on the head.

4. Water from the river **swirled** in the moat.

5. The moat and the drawbridge **protect** the castle from strangers.



Name _____

Write a word from the box to complete each sentence. Then underline the letters in each word that stand for the vowel sound.

toys

soil

coins

boy

broil

1. Jill got _____ on her jeans.



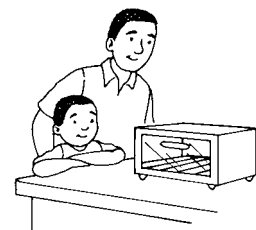
2. Lee saved many _____ in his bank.



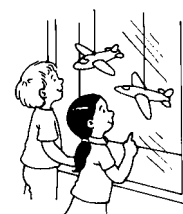
3. The little _____ wanted to play on the slide.



4. We will _____ our food for dinner tonight.



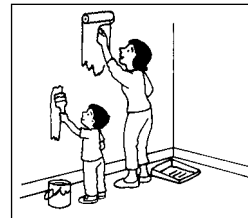
5. The children looked at the _____ in the store.



Name _____

Captions tell you facts about a photo or picture.**Read the captions. Then answer the questions.**

On May 28, Paul and
Mom paint his bedroom.

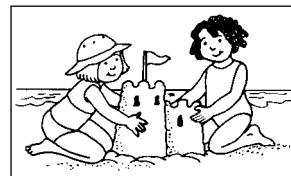


1. Who is in the picture? _____

2. What are they doing? _____

3. What is the date? _____

On June 10, Pam and
Joy make a sand castle
at the beach.



4. Who are the children? _____

5. What are the children doing? _____

6. What is the date? _____



Name _____

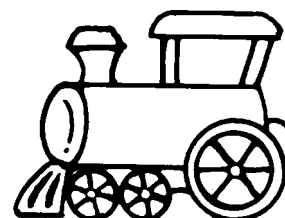
Read the words.

The letters **oi** and **oy** stand for the sounds in
soil toy**Blend the sounds and say the word.****Write the word.****Draw a line to the picture that it describes.**

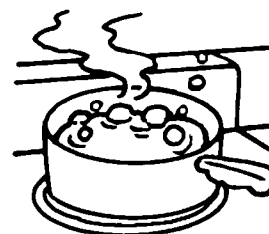
1. b oi l _____



2. b oy _____



3. t oy _____



4. s oi l _____



Name _____

Write the words from the box in the correct list.

bear

birds

space

cub

Earth

Animals

Places

Use each word in a sentence.

across

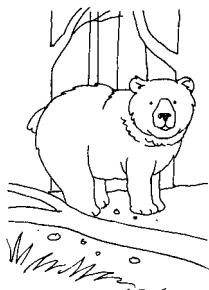
circle

air

Name _____

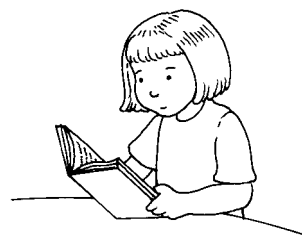
Circle the words that tell about the pictures.

1.



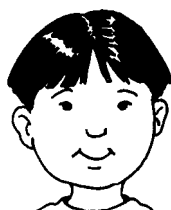
invisible bear
wild bear

2.



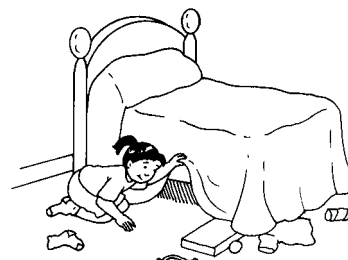
interesting laugh
interesting book

3.



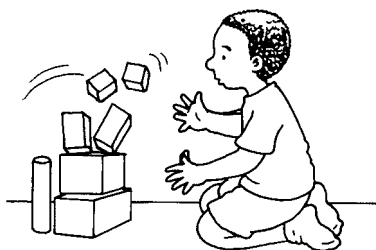
only two eyes
only two mouths

4.



has been searching
has been welcoming

5.



topped toward the boy
toppled toward the point

6.



leave enough room
grew enough